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ABSTRACT

Papers presented at national seminars for the purpose of developing a model for adult basic education in corrections are contained in this collection. The papers presented by consultants and participants in the conference provide a primary base of information for the creation of a model for adult basic education in corrections. Subjects discussed include using inmates as teachers and tutors, use of tests, history of correctional education, community resources, basic English, teaching with television, and ethnic differences. Each article is followed by a bibliography. (RS)

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COLLECTION OF PAPERS PREPARED FOR 1970 NATIONAL SEMINARS

* * *

ADULT BASIC EDUCATION IN CORRECTIONS

EDUCATION RESEARCH AND DEVELOPMENT CENTER
UNIVERSITY OF HAWAII

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COLLECTION OF PAPERS PREPARED FOR 1970 NATIONAL SEMINARS

ADULT BASIC EDUCATION IN CORRECTIONS

Adult Basic Education in Corrections Program
T. A. Ryan, Program Director

Education Research and Development Center
David G. Ryans, Director

University of Hawaii

This project was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Foreword

The Education Research and Development Center of the University of Hawaii is engaged in conducting a massive program aimed at achieving innovation and reform of educational policies and practices in the nation's correctional institutions. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, and enhancing opportunities for offenders to be graduated to a useful, productive life in society. The program purpose is implemented in a plan for developing and testing a conceptual model of adult basic education for correctional institutions at local, state, and federal levels; and in training correctional teachers and administrators in the application of the model.

National seminars were held in Morgantown, West Virginia and San Dimas, California in January and February, 1970, for the primary purpose of developing the model of adult basic education in corrections. Thirty-seven leaders in corrections, coming from local, state, and federal institutions were selected as participants in the seminars, at which model-building was the primary function. Sixteen consultants and thirty-seven participants were invited to prepare papers for presentation to the seminars. These papers provided a primary base of information for utilization by participants in creating a model for adult basic education in corrections. This publication contains the set of papers presented to the Morgantown and San Dimas seminars.

Honolulu, Hawaii
February 24, 1970

T. A. Ryan
Program Director

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USE OF TELEVISION FOR ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

Joseph P. Angert
State Correctional Institution at Pittsburgh

Since the adults in need of basic education in our correctional institutions are in the main poorly motivated, manifesting the common paradoxical belief of inverse need in relation to their knowledge, they tend, when participating in a formal educational setting, to be passive. Their passivity and lack of proper motivation also stems from past school failures, disillusionment with themselves and society, and the threat that their felt inadequacies will be exposed to their peers in juxtaposition with their braggadocio statements. Most of them in this last respect have gone out on a limb in the narration of exaggerated exploits of feminine conquests, their wheeler dealer activities during which they claimed to have lived in the grand style, and their masterminding of undetected larcenous deeds far exceeding their ability to perform.

The classroom setting threatens to expose such fabrications; for even a simpleton knows by projection the general capabilities of people in our complex society in proportion to their education. Most of the inmates therefore, if they enroll in school at all, do so with ulterior motives which do not include over-exposure that would destroy their projected image.

This lack of proper motivation can be ascertained from the fact that at the State Correctional Institution at Pittsburgh, approximately four hundred men fall below the 6.0 grade level as determined by the Stanford Achievement Test, and yet only about one-fourth of them get involved in the educational program. Most of them claim they prefer to study in their cells, where of course the risk of exposure is eliminated.

The behavior described above indicates that in general most of the inmates are still unable to relate honestly with one another. Their lives, in many respects, consists of a long drawn-out sham which includes self-deception. One of their greatest needs therefore, is not knowledge per se, but psychological maturity which should be subtly inculcated to the inmates through the natural interrelating with wholesome, understanding and inspiring teachers. Teachers who can, while in the process of teaching, make obvious their concern for the inmate on a one to one basis. It is this personal concern, mantling the inmate while he is gradually learning, that breeds confidence in him and assists him in overcoming his feelings of insecurity.

This lengthy preface in relation to the topic was felt necessary to emphasize the importance of the personal human confrontation of values and attitudes between the teachers and students which should be epitomized in the classroom. Nothing stated hereafter will obviate this premise.

That the techniques employed by the teacher should include all media of communication especially television, is taken for granted by the very fact that his failure to do so would mark him as out of tune with the zeitgeist, and hence of little value. Furthermore, the wise and discriminate use of all that exists as commonplace in our society should be taught if for no other reason than that each inmate will eventually be released back into this society. It is also a fact that penology during its two hundred year history has failed precisely because it has created abnormal environments which by their very restrictive nature, doomed those incarcerated. Therefore the importance of television is increased in direct proportion to the degree of confinement. The more one is cut off from social contact, the more television should be used to attempt to keep one abreast of changing conditions. For the degree to which one becomes estranged from society will prove to be the degree of difficulty in the readjusting to society. From this it logically flows that everything which tends to introduce the normal free environment to the inmates is therapeutic, and nothing, except razing the walls themselves, can do this as well as television; for it puts one in immediate touch with current events and, it permits one to see and hear at first hand the opinions of the best commentators, statesmen, politicians, world personalities, and teachers. One is transported through imagination not only to the remote regions of the earth, but even to the moon. One is there, as the cataclysmic events of the worldunravel. One is confronted with the injustices of man to man, and with his charity. One witnesses the extremes of poverty and affluence and thereby recognizes a cause for militancy and a need for social justice. Television therefore, although a vicarious experience, helps the inmate maintain a perspective essential to his mental health. One cannot be cut off from society without retrogressing. One must keep in touch. In this respect television can be likened to a modern loadstone that keeps one on the course of normalcy. Aping the idiom of Marshall McLuhan, television is the medium that massages the senses, that tropism that vibrates your life, that propels you into the mainstream. No child of this age can be without it, and neither can the inmates.

As to the use of television in adult basic education, not only does it include all that has been referred to in generalities, but especially to programs of a social and cultural nature so as to draw the inmates out of their insular world; to make them aware ultimately of man's interdependence upon one another; and of the catalysts of freedom and concord that melds them together.

If a variety of programs are well selected, they should tend to introduce the inmate to a world seething with energy and problems that cry out for his eventual involvement. The factual information gleaned through television should assist him in sloughing his ingrained intolerances and prejudices. He should, in time, through the guidance and counsel of his teachers begin to see the common denominators that all peoples share and that unite us as beings. His arrogance and his provincialism should diminish in direct proportion to his increased appreciation for the cultural contributions of each respective ethnic group to the fund -- called civilization. In time, hopefully he should become a better human being.

It is obvious that this humanizing of the inmate is a most difficult task requiring the skill of trained teachers, who bring to the classroom setting not only well prepared lessons making use of all modern media, but also a sympatico for their fellowman that transcends all deeds of man, whether good or bad, in the promotion of man himself. The inmates must constantly be confronted with a very human learning experience that overshadows the subject content itself; so that by the example of dedicated teachers, who manifest a primary interest in the inmates' human dignity, despite the inmate's past dees, the inmates might in turn cease using men as things, and instead become imbued with respect for all men.

INSTRUCTIONAL MATERIALS FOR EFFECTIVE ADULT BASIC EDUCATION

Ray J. Ast
New Jersey Department of Education Special Project
Montclair State College

Curricular instructional material determination selection and utilization, for adult basic education programs, has undoubtedly, a far greater importance to the effectiveness of the program than any other single factor. The importance of instructional material used has a more profound effect upon the adult learner than is recognized by most adult educators. Particularly, the importance of carefully selected instructional material has to be recognized for adult basic education programs utilizing an individualized instructional approach. There is an increasing awareness, among adult educators, that the identification, selection and utilization of effective curricular instructional materials, for the adult basic education student, ranks second in importance (if not equal in importance) to the instructional leadership of the instructor. It is unfortunate that so little time, energy, effort and money is allocated to curricular-instructional material concerns by adult basic education program leaders. It is even more unfortunate in educational programs found among our correctional institutions.

During this "National Seminar" you have heard, and discussed, presentations made by selected resource persons focusing upon the "Philosophy of Adult Basic Education," "Motivating the Inmate to Learn" as well as the "Sociological Bases of Learning for Offenders." You will be hearing about, and discussing, "Programmed Instruction" as an instructional approach along with concerns about "Teaching Reading to Disadvantaged Adults" as well as "Evaluation in Adult Basic Education." Participant presentations focus, your attention, upon "Materials and Media," "Multi-media" use, "Teaching Basic English," "Individually Prescribed Instruction," "Programmed Materials Centers," "Resources for Adult Basic Education Programs" as well as the "Use of Inmates as Teachers, Tutors and other Instructional Roles." It is apparent, if not obvious, that a concern for effective curricular-instructional material selection and use is fundamental to every concern upon which you focus in Adult Basic Education program development.

It is to be assumed that each of you, participating in this National Seminar, has at the very least a basic understanding, and knowledge, through experience as well as through reading, lectures and discussions, of the present status and practices in correctional education. You have an awareness of many of the unique characteristics of the adult learner, his drives, motivations, fears, as well as his individuality, who is an inmate of the correctional institution. It can further be assumed that each one is fully aware of the limitations and frustrations found within the organizational structure of the correctional institution. Lack of public awareness, concern and support has permitted, in fact encouraged, a philosophy of organizational structure directed toward punishment rather than correction or assistance for that segment of disadvantaged fellow human beings in correctional institutions. What the American society does not realize is that more than 98 per cent of the inmates, in correctional institutions, will return to the society, and its communities. The implications of these awarenesses, further documents the importance of a most careful selection, evaluation as well as use of curricular-instructional materials in any correctional institution program of adult basic education.

Based upon particular experiences in designing and implementing an intensive in-service training program for State correctional institution's educational personnel in New Jersey, as well as from experience assisting the development of an on-going Adult Basic Education - High School Equivalency program, for native born and spanish speaking inmates, in County correctional institutions, two observations are significant, particularly related to curricular-instructional material use:

I. Any Adult Basic Education program in a correctional institution, to be effective, must be designed to provide individualized instruction including opportunities for self-directed learning activity.

II. Any Adult Basic Education program, in or outside of a correctional institution, to be effective, needs to maintain an ongoing, continuous, intensive program of pre-service and in-service training for each and every staff member (full time, part time, professional, para-professional, director, instructor, counselor and tutor) with particular training emphasis directed to the selection, creative uses and evaluation of curricular-instructional materials.

The stress upon individualized instruction and self-directed learning activity, for effective adult learning experiences, necessitates particularly well trained instructional and counseling personnel who have the capability of assessing fully, and realistically, the learning needs, as well as strengths of the adult, to guide the adult learner in his use of appropriate curricular-instructional materials. No single material, or skill instructional system, has been designed for all adult learners. In addition, it is to be recognized that the adult learner in an adult basic education program has met with prior frustration and failure in the learning experiences he faced as a youth in school. As an adult student he cannot possibly learn efficiently, for effectively, if faced with the same instructional techniques using the same or similar instructional materials that previously frustrated him. The training and sensitivity of the instructor, if he is knowledgeable of the abundance of possible instructional materials, and their creative use, can guide effective learning activity for the adult.

The Adult Learning Center concept, when applied to the structure and operation of an educational program in a correctional institution will take into account, and provide for, the learning needs of each inmate involved. It will also provide for the maximum flexibility of operation, from scheduling of students to maximizing the availability and accessibility of instructional techniques, materials, equipment and devices to the learner. To implement effectively the adult learning center concept, within the correctional institution, requires the widest possible selection of curricular-instructional materials, and cannot be limited to printed materials alone. The adult learning center requires a diversity of carefully selected commercial, non-commercial and instructor developed multi-media materials, ranging from printed programmed materials to cassette recorder reproductions.

It is recognized that an adult basic education learning center cannot be created overnight. An earlier presentation at this National Seminar undoubtedly developed with you ideas for planning, preparation, and implementation of a realistic systems approach to adult basic education. Utilizing such system of program planning and budgeting, as a Director, you can guide the direction of your institution's program toward a more effective adult learning center in a reasonable length of time. A factor in such planning as you may be undertaking encompasses an awareness of curricular-instructional materials, equipment and devices available on the market, and, the ability to effectively evaluate equipment and material prior to its purchase in quantity.

A development undertaken, by Mrs. Joan Fischer, Learning Laboratory Specialist of the Adult Basic Education Learning Center Special Demonstration Project (New Jersey Department of Education) is that of creating an Instructional "Materials Evaluation" instrument to aid instructors determine the suitability, as well as potential creative uses of commercially and instructor produced instructional materials. The final draft of this evaluative instrument, following adequate field testing, is expected to be available to adult educators throughout the Country by July 1, 1970. It should be noted that there are a number of materials evaluative instruments already available to the field, ranging from adequate to less than adequate.

In view of the quantity, and variety, of commercially produced curricular-instructional materials available, it is only possible within the limitation of time and space to present anecdotally preliminary evaluations of several selected adult basic education materials, used by many community and correctional institution programs of adult basic education. The accompanying anecdotal evaluations are being developed as a part of the New Jersey Department of Education's Special Demonstration Project, at each ABE Learning Center (Newark and Camden, New Jersey). The selection of materials for this presentation should not be construed as an endorsement, nor a rejection, of the material. The references are made only on the basis of preliminary field testing in an urban central city area in each of two New Jersey communities, involving adult learners having certain ethnic and socio-economic characteristic under controlled learning experiences of a demonstration-experimental ABE Learning Center Project.

Examining brief anecdotal summaries of the preliminary evaluations (evaluations are continuing at each Learning Center) is shared with you to simply point up certain highlights gleaned through use of "Materials Evaluation" instruments. The following examples, represent selected brief summaries of preliminary efforts at the Newark and Camden ABE Demonstration Learning Center as reported by instructors in an Interim Progress Report dated October 1969:

Allied Education Council, Mott Semi-Programmed, Basic Language Skills (Books 1 through 10)

Material employs semi-programmed (linear) method, conducive to individualized instruction. However, Books 1 through 3 demand maximum teacher assistance. Students cannot use books alone.

Appleton Century Crofts, Programmed Vocabulary (Brown)

Good programming (linear). The concepts developed in the first chapter (memories) however, are very abstract. This required higher thinking skill than reading skill. Word association, at times, refer to words beyond the grasp of our students.

California Test Bureau, Lessons for Self-Instruction in Basic Skills

"English" - Good programming (branching). Gives immediate response. Can be used in conjunction with other materials. Sound instructional materials which is, for the most part, adult oriented. Nevertheless, the material is sometimes confusing and tiresome to the student due to the large amount of reading necessary to check answers.

"Grammar" - Good programming (branching). Gives immediate response. Can be used in conjunction with other materials as a review and for preparation of other work in grammar. It is at times confusing and tiresome to student and should be used in short time spans.

"Reading to Understand" - Effective for English speaking adults, providing for varying levels of ability. Self directed learning activity enables student to work at his own rate. Provides immediate checking of responses. Limited tactile experience provided. Print is large and clear. Books are reusable, having consumable student record sheets. Weaknesses include: limitation of follow-up activity or mastery testing for each skill area; illustrations are not adult oriented; vocabulary included limits usefulness with English as a second of languages student.

Collier - MacMillan Company, English 900 (Books 1 through 6)

Provides a complete program including pre-recorded tapes, workbooks and readers. Progression is constant. Provides repetition of patterns and sentences within each lesson and from one lesson to another. However, there are examples of too many new ideas included in one unit. Difficult structures are introduced incidentally instead of as part of the basic 15 sentences.

Educational Development Laboratories, Listen and Read-EA (Tapes)

The tapes are interesting to student. Only tapes pertinent to student weaknesses need to be used. Skills are highly pertinent to student needs. Written exercises are provided as student listens to tape. Tapes can be used with an individual or group. Answers are provided immediately. The student who answers incorrectly is not told why the answer is incorrect, only why it is correct, seems to be one limitation.

Educational Development Laboratories, Listen Tapes-DA (15 tapes) (Listening Comprehension)

Tape presentation is interesting to student. Workbook format is easily followed. Each tape presents a different story, therefore, will not have to be used sequentially. Students are required to comprehend only small segments at a time. Comprehension questions are specific and applicable to content. However, students must be able to read to use tapes to their best advantage. Students who answer incorrectly are not told why they are in error, only why the correct answer is correct.

Follett Education Corporation, Figure It Out (Math - Books 1 and 2)

Material not designed for individual use, but is adaptable. Gives lucid explanations (demonstrations) as to how to handle different problems. It is easy to read and has given satisfactory results. Material can be used individually when answer sheets are supplied to the student.

Follet Education Corporation, Individualized English (Set J)

Programmed (combination of linear and branching). There are concentrated lessons on English Grammar which cover a wide range of areas. The lessons are easy to understand. A weakness is that the cards tend to urge student to "cover" lessons too quickly.

Grollier, Reading Attainment

Recommended with reservations. The material is self directing. The manual appendix specifies skill cards by colors and numbers which contain drills in antonyms, homonyms, prefixes, suffixes, punctuation and capitalization. Skill cards range throughout series so that they can be used for some lower level readers. The skill cards, however, do not always give clear directions. The vocabulary does not always agree with the reading selections and the range of reading in the whole set covers merely one year of reading (3.7 - 4.5). This is too short a span to help many adults and forces them to need other materials.

McGraw Hill Publishing Company, Sullivan Associates, Programmed Math for Adults, Arithmetic Skills Series-Programmed - Linear

Continual repetition helps student to master skills being taught. Provides immediate response and has constant reviews and checks. Good for individualized instruction but some reading ability is required in books one and two.

Merrill Publishing Company, Building Reading Power

Programmed (linear). Material is designed for Junior High School students with low reading levels. Adults with limited reading ability (4.5) can use this material. A book can be finished at a single sitting. Most books contain an application section and there is much reinforcement. Print is excellent. The weak points include: Book 2, picture clues, not applicable to adults. Structural analysis books only present prefixes and suffixes briefly.

Portal Press, Springboards (Biography and Social Studies)

Non-programmed material provides lively, interesting, easy reading (4-6 grade level) which will hold the attention of most students. A weakness occurs in that it provides a check for reading comprehension but does not teach comprehension.

Science Research Associates, Reading for Understanding

Self-directed material which was designed to improve comprehension skills. It seems to be good in pointing out key words for understanding of reading material. Reinforcement exercises are very good. Can be used independently. Many paragraphs, however, contain subject matter about which there may be a difference of opinion.

Science Research Associates, Word Books

Programmed (linear). Material is very helpful for increasing reading comprehension and vocabulary. There are four basic steps: careful reading; careful thinking; response and checking. Student can work independently. System has excellent built-in reinforcement devices.

Science Research Associates, Cracking the Code

Not suitable for the adult Learning Center. Spelling patterns are presented in order of frequency used. Exercises in work book and reader are varied as well as of high interest level. The reader and work book coincide to reinforce patterns being practiced. However, pictures and sentences are too juvenile for the adult learner in this Learning Center. A traditional setting seems necessary.

It must be re-emphasized that the aforementioned anecdotal evaluative summary highlights of selected materials, do not constitute completed evaluations of these materials by the Newark and Camden Demonstration ABE Learning Centers. Additional field test analysis is continuing. More effective instructional and self-directed learning techniques are being created toward improving the utilization effectiveness of these materials at each Center.

There is still to be accomplished a tremendous amount of hard, detailed objective analysis of curricular-instructional multi-media materials developed for use with adults. In addition much work has yet to be done to develop instructional competencies of staff personnel in adult basic education programs to creatively use, with the maximum of discrimination, efficiency and effectiveness, the ever increasing amounts of instructional material becoming available to adult programs.

Appendix 3-1

MATERIALS EVALUATION

Instructor's Name_______________

Date____________________________

Title: Series: (# of books in)

Publisher:

Skills taught: (be specific - word attack, comprehension phonics, addition, etc.)

Method of Instruction:

- A. Programmed (-linear -branching)
- B. Non-programmed
- C. Teacher-directed activity only

Reading level: (Obtained from what)

Designed for what level student:

Designed for what subject interests: (Health, etc. young adult)

Strong points of book or series: (be specific)

Weak points of book or series: (be specific. If certain pages provide problems, list them.)

MATERIALS EVALUATION (PAGE TWO)

Comments:

(1) Recommended for use with what type of student?

(2) How is this to be used in conjunction with what other books?

(3) If a sample, do you recommend we purchase?

(4) In what quantity?

Appendix 3-3

I. Subject Matter:

		(yes, no)
A. Illustrations:	Adult oriented	
	Multi-ethnic	
	Photographs	
	Pertinent	
B. Questions	Adult oriented	
	Clearly stated	
	Pertinent	
C. Directions:	Clearly stated	
	Complete	
D. Problems Presented:	Adult	
	Clearly presented	
	Current	
E. Print	Clear	
	Easy to read	

II. Material:

A. Can be used independently
B. Is flexible
C. Provides a successful learning experience.
D. Provides a measure of progress. Test________Other______
E. Provides for differences in learning rate:

F. Is meaningful to student
G. Is durable
H. Contains a complete list of all skills covered in text

III. Skill Development

A. Sequential
B. Gradual
C. Logical
D. Reinforced through text

IV. Teachers Manual:

A. Directions for use of material easy to understand

B. Provides suggestions for diagnosis of specific skills

C. Contains a placement guide for material

D. Is necessary for the daily use of material

A PHILOSOPHY OF CORRECTIONS

George Beto
Texas Department of Corrections

At no time in my memory, and especially at no time within the limits of my professional career, have crime and corrections been the subjects of intelligent as well as unintelligent concern as they are today.

National Involvement

As a national problem, former President Johnson gave crime and its control a priority second only to the Vietnam war. The Department of Health, Education, and Welfare has by definition declared the public offender an individual in need of rehabilitation. Implementing that definition, the Vocational Rehabilitation Division of Health, Education, and Welfare has made millions of dollars available to corrections. Concurrently, the Department of Labor became involved in the vocational training of the offender.

Three years ago, the Congress authorized $2.1 million for a study of manpower in corrections. In November of last year, the Commission on Manpower and Training -- a recipient of $2.1 million grant -- published its findings.

At the moment, the Department of Justice is dispensing gigantic sums of money in block grants to the fifty states for "law enforcement." The Omnibus Crime Bill definition of law enforcement includes every activity from prevention of crime, to probation, to detention, to adjudication, to incarceration, to parole. I would, however, hazard the not wholly unsupported guess that the bulk of the Omnibus Crime Bill money has gone to and is going to that area of law enforcement to which we normally refer as the police.

Without controversy, one of the more enlightened aspects of the Omnibus Crime Bill is the provision for loans and scholarship grants to institutions of higher learning offering criminology programs.

Finally, late in November, President Nixon issued his own thirteen-point crime message, which indicated that he desired massive reforms in the Federal correctional system in order that it might serve as a prototype for the states.

The current concern with crime and corrections is at least a partial indication that that which we have been doing and are doing in corrections is not satisfactory.

Historical Function of Prisons

Prisons were originally places of detention which were a prelude either to banishment or to execution. Later, they evolved into an alternative to these extreme remedies. Still later, especially in the 19th and 20th centuries, the history of corrections is largely the history of amelioration of stark confinement. Those years witnessed such progressive and humanitarian measures as probation and parole, juvenile court, youth institutions, education in prisons, the development of classification, special institutions for the mentally ill offender, pre-release and work release programs, the indeterminate sentence, the establishment of training programs for correctional workers, and the development of objective correctional standards.

The Evolution of Corrections

Corrections in the western world has passed through an evolutionary process of the four R's. Originally motivated largely by Revenge, corrections -- if the term may be used -- was characterized by corporal punishment and brutality. It was a prime example of man's inhumanity to man.

Revenge was followed by Restraint. During this period, when prisons proliferated, the concepts of prison as punishment for wrongdoing, as a deterrent to further criminal activity by the convicted felon or his peers, and as a place for incapacitating the wrongdoer, were fully implemented.

There followed the period of Reform. The calloused conscience of society was pricked, and the period of inmate humanitarianism developed. Reformers pressed for and secured adequate food for prisoners, proper medical care, a modicum of education, and the elimination of the more crass forms of brutality.

We are moving into an era of Re-integration. The avowed and not always attained goal today is the re-integration of the offender into society, whether it be by probation, by the rehabilitation program of the prison, or by parole.

While we live in the period of Re-integration, we shall not -- in the foreseeable future -- shake off the vestiges of our past. Society will continue to demand some Revenge; some Restraint will be required; and as long as we have institutions manned by human beings, Reform will be required. In fact, the wave of reform which has effected a transformation of America's state penal institutions has made no significant impact upon this nation's city and county jails. They remain vast and untouched areas, awaiting the crusading cry of a John Howard or Thomas Mott Osborne.

Institutions

Since the largest portion of America's correctional dollar is spent on institutions, we would do well to address ourselves to that aspect of corrections.

The Complex of the Prison Population

Who are the people who come to our prisons? Any prison program should be determined by the needs of the prison's constituency.

A recent survey of our institutional population of 12,500 -- and we are inclined to believe that it is essentially no different in quality from the prison population in any other state -- revealed that 85 per cent were school dropouts; 65 per cent came from broken homes; the average educational attainment was the fifth grade (5.1 E.A.); the average I.Q. was 85; 18 per cent were illiterate; 50 per cent were under the age of 25; and 40 per cent were without any previous sustained work experience. Most important, 96 per cent will again walk the streets as free men after an average stay of two years.

Contrary to the popular concept of the prisoner, conceived and nurtured by television and cinema, those coming to the gates of America's prisons are the flotsam and jetsam of society, the inept, the stupid, the poor, and the undisciplined.

Corrections' Task

What course can corrections pursue in returning these people to constructive and productive living?

Discipline

Corrections can furnish discipline to previously undisciplined lives. Many, if not most, inmates in penal institutions have never been subjected to consistent discipline, be it internally or externally imposed.

Products of disintegrated families, early escapees from the regimen of an educational program, inexperienced in restrictions imposed by gainful employment, prison furnishes an opportunity to introduce the individual to the benefits of the disciplined life.

Work

Our statistics reveal that 40 per cent of those inmates coming to us had no sustained employment record. An aspect of their rehabilitation should include a constructive work experience. Undoubtedly one of the banes of America's prisons is idleness. Confinement serves a constructive purpose in teaching the dignity and necessity of labor.

Measurement of Effectiveness

Corrections engages in many allegedly rehabilitative devices. Most of them have not been subjected to the test of measurement as far as effectiveness is concerned. By effectiveness we mean success in reducing recidivism. For in our opinion -- and we know that this opinion is not universally shared -- the acid test of any penal program is its realistic and effective answer to the question: "What are you doing to keep them from coming back?"

Education

In our own experience, the one area in which the success in reduction of recidivism can be measured is in the area of education.

In any given year, between 500 and 750 inmates secure a high school diploma while in prison. A study revealed that comparatively few of the inmates who received a high school diploma while in prison were numbered among the recidivists.

For the past five years, as a result of cooperation on the part of area junior colleges, each semester 1000 - 1500 inmates have been enrolled in college level vocational and/or academic courses. Another study reveals that rarely has a man returned to us who has earned a minimum of twelve semester hours of college work while in prison.

Statistics from our Diagnostic Unit, which processes an average of 500 new inmates each month, indicates that 18 per cent of the incoming inmates are illiterate, lacking the fundamental skills in the three R's.

Further, the average grade level achievement is 5.1. Obviously, the highest priority in a correctional education program must be given to the equipping of those falling below the fifth grade level with fundamental skills in "Reading, Riting, and Rithmetic."

A second priority must be accorded the course of instruction leading to a high school diploma or the G.E.D. equivalency certificate. The high school diploma or its equivalent is the sine qua non for admission to too many areas of economic endeavor for corrections to ignore the important task of furnishing inmates with the opportunity to reach this educational goal.

Our experience forces us to the conclusion that agencies other than the prison itself are better qualified to offer post high school education, be it academic or vocational.

Unbound by tradition, characterized by a willingness to structure courses to meet contemporary community needs, and being accessible to penal institutions -- all makes the American junior college an ideal partner in the correctional educational program. Our prisons would do well to explore fully the possibilities of developing cooperative arrangements with area junior colleges for securing the type of academic and vocational education which will further equip an inmate for productive living.

The Future

Now a word about the future in American corrections. Following are briefly outlined what we believe to be radical changes which are occurring and which will occur in corrections in the immediate future. While I am not a prophet, nor the seventh son of a prophet, I believe that I am perceptive enough to see the dim outline of a "handwriting on the wall," which it would be well for all of us to read clearly if we are to maintain a position of leadership in our fields.

Federal Aid

In the first place, the future will bring more Federal aid to corrections. In the past, corrections has not shared in the Federal largesse which schools, colleges, and hospitals enjoyed. Recent meetings in Washington -- some of which I have attended -- indicate that the Department of Health, Education, and Welfare, the Department of Labor, and the Department of Justice, recognizing the large number of psychotics, mentally retarded, handicapped, illiterate, and those needing vocational rehabilitation, in American prisons, are underwriting not only research but also ambitious programs for the care and treatment of convicts.

The Omnibus Crime Bill passed by the Congress provides funds in appreciable amounts for every area of law enforcement, from prevention, to arrest, to probation, to incarceration, to parole.

Regardless of what our personal political philosophies may be regarding Federal aid as far as corrections is concerned, it is here and will increase.

Standards for Corrections

Concomitant with the granting of Federal aid will not be Federal control, as some fear, but the granting of money on the part of the Federal government will result in the development of criteria for corrections upon which such grants will be contingent. Ultimately, this will result in the establishment of evaluative and fairly objective standards by which the worth and effectiveness of a correctional program may be judged.

Already the American Correctional Association is testing and validating a document or instrument similar to the "Evaluative Criteria for Secondary Schools" used for many years with signal success in the Southern Association of Colleges and Secondary Schools.

Research

The future will bring more research. I know of no institution, unless it be organized Christianity, which has shown a greater reluctance to measure the effectiveness of its varied programs than have corrections and law enforcement.

We engage in many allegedly rehabilitative practices, but we have little evidence to show that they are successful in achieving the objectives which we have set for ourselves: namely, redirecting and restructuring the life of the offender. Many of our programs may be good, they may be effective, but they are based on an unvalidated assumption; we have no assurance -- without the measurement found in research -- that these programs are effective and successful.

Pre-Release Programs

The future will bring an expanded use of Pre-release programs. It is sheer folly to keep a man in prison two or three or four or five years and at the termination of his sentence or upon parole, release him with a few dollars, a cheap suit, and the perfunctory ministrations of the dismissing officer.

To an even greater degree, the future will witness programs which devote themselves to easing the inmate's transition from the most unnatural society known to man -- prison society -- to the free world.

Our experience in Texas with a modest beginning of this type of venture has resulted in a radical reduction in recidivism.

Probation and Parole

The future will bring an increased use of supervised probation and parole. One day, society will become truly aware of the comparatively low cost of putting a man on probation or on parole and will demand that these approaches be used rather than senseless and expensive incarceration.

If we are honest with ourselves, we will admit that our massive prison buildings, the expensive jail paraphernalia with which they are equipped, the time-honored, elaborate, and almost ritualistic security measures which we practice, are actually designed for a small percentage of our prisoners -- 25 per cent at the most. The best interests of the majority of our inmates, as well as those of society, would be better served by intelligently supervised probation and parole rather than by the artificially contrived rehabilitation programs found in the stultifying atmosphere of most prisons.

Pre-Sentence Investigation

The day will come when State judges -- as Federal judges now do -- will be required to pass sentence only after having the benefit of a comprehensive pre-sentence investigation which embraces every aspect of the convicted felon's experience.

Today, in too many instances, there come to our gates the psychotics, the mentally retarded, the emotionally disturbed, sent there largely by our large and impersonal cities, where citizens, juries, prosecutors, and judges labor under the wholly false impression that they have rid themselves of a problem by sending these people to the penitentiary.

Competent pre-sentence investigation will indicate whether confinement in an inherently punitive penal institution is required -- and make no mistake, it frequently is -- or whether society and the individual would be better benefited by some other disposition of the case.

Productivity

I also believe that our prisons will become more productive. If inmates of prisons are to become more productive, there must be an expansion of prison industry. The tax-conscious constituent will demand it; enlightened organized labor and free-world industry will allow it.

Moreover, in efficiency, in equipment, in adequacy of supervision, and in quality of products, prison industry will compare favorably with its counterpart in the free world.

Community Based Corrections

A concomitant of adequate pre-sentence investigation will result in a de-emphasis on institutional corrections and an enlargement and implementation of the concept of community based corrections.

Conclusion

I can think of no better way to conclude this presentation than with a quote from the great Winston Churchill:

> "The mood and temper of the public in regard to the treatment of crime and criminals is one of the most unfailing tests of any country. A calm, dispassionate recognition of the rights of the accused and even of the convicted criminal, against the state, a constant heart-searching by all charged with the duty of punishment, a desire and eagerness to rehabilitate in the world of industry those who have paid their due in the hard coinage of punishment; tireless efforts towards the discovery of curative and regenerative processes; unfailing faith that there is a treasure, if you can only find it, in the heart of every man; these are the symbols which, in the treatment of crime and the criminal, mark and measure the stored-up strength of a nation, and are sign and proof of the living virtue within it."

COMMUNITY BASED CORRECTIONS

Don P. Boyles
Idaho State Penitentiary

Introduction

Only recently have those directly concerned with correctional institutions come to realize the great potential of the community in the correctional process. The more progressive thinking in this direction now suggests the substitution of control and treatment within the community for the traditional total removal from community through institutional incarceration.

Community-centered or community-based programs are beginning to catch the public eye. If successful, such programs may, in time, engender public confidence to a degree that such an approach in the corrective process may receive overwhelming public support and thereby continue to develop and improve.

The following is an attempt to briefly discuss and clarify the goals and vehicles of implementation for community-based programs. Most of the material presented here was gleaned in discussion with Mr. Glenn Jeffes, Associate Superintendent Programs, Idaho State Penitentiary, formerly an administrator with the Iowa State Correctional System.

George Bernard Shaw once said, "the only prison I ever saw had an inscription on it bearing the words 'Do Good and Avoid Evil.'" As the inscription was on the outside, the prisoners could not read it; and the prison was in an isolated location, it is doubtful that it was read by but a few of the public at large.

Thomas Moore (1779-1852), the Irish poet, had this to say regarding punishment:

> There are dreadful punishments enacted against thieves; but it were much better to make such good provisions that every man might be put in a method how to live, and so be preserved from the fatal necessity of stealing and dying for it.

The American educator, Horace Mann, stated: "Jails and prisons are the complement of schools; so many less as you have of the latter, so many more you must have of the former." While these statements were made many years ago, they have realistic implications for many of today's correctional systems.

Institutions for many years have tended to isolate offenders from society, both physically and psychologically, cutting them off from school, jobs, families, and other supportive influences which are normally found within the community. As a result, the individual incarcerated becomes even more imbued with criminality along with the probability that the label criminal will be forever place upon him. If the offender is to be successfully reintegrated into the society from which he came, it would appear that a greater degree of progress and potential for success could be achieved by working with the offenders in the community rather than by incarceration in an adult penal institution.

Community-based corrections not only provide a vehicle for increasing the chances for success, but also over the long run, it is much more financially feasible.

For example, as indicated in the report by the President's Commission on Law Enforcement and Administration of Justice, "In 1965 it cost, on the average, about $3,600 a year to keep a youngster in a training school; while it cost less than one-tenth that amount to keep him on probation."[1] It is apparent that institutional costs are a very expensive way to operate a penal or correctional system.

It is also becoming apparent that our society has only begun to tap the potential resources or alternatives to incarceration. Within the next few years a whole new field will be open. National concern is now being shown along these lines with the passage of such bills as the "Law Enforcement Act" and the "Safe Streets and Crime Bill." At the same time, for those working directly in correctional institutions, such national interest and action present important implications and problems.

As more resources and alternatives are found, other than incarceration, the individual presently classified as the "good inmate" will be syphoned off by either probation, early parole or placement in another type of setting. No longer will the stabilizing influence of the "good inmate" be available within the institution. Instead there will be the type of inmate who is indeed at the end of the road. He is going to be a more dangerous and a more difficult individual to manage. This will present a real challenge for the correctional worker and in particular the correctional officer. For the parole officer it indicates larger caseloads and a greater variety of programming for the offender. For both the correctional and parole officer there must be improved training, a higher level of qualification and a greater degree of understanding of human behavior. At the same time, this is going to present a real challenge to correctional administration at all levels. It means there must continue to be interest and implementation, at all levels, in the development of training programs that are meaningful, helpful and rewarding to all who are participants.

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[1] The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (New York: Avon Books, The Hearst Company, 1968), p. 398.

Across the nation approximately two-thirds of the total correctional caseloads are presently under parole or probation and supervision to date. The central questions are no longer whether to handle the offender in the community, but is one of how to do it safely and successfully. According to the Corrections Task Force of the President's Crime Commission,

> While there clearly is a need to incarcerate those individuals who are dangerous until they are no longer a threat to the community, at the same time, for the large bulk of offenders, particularly youthful, first or minor offenders, institutional commitment . . . can cause more problems than they ever hope to solve.[2]

Recently there has been a considerable amount said and written about community based corrections, but what really are community based corrections? For a working definition, such programs might be defined as those correctional programs both institutional and other which can most effectively treat, care for and rehabilitate the offender within a community or close proximity setting. To speak of the use of the many basic community resources which may be available without first giving recognition to the correctional organizations within whose bounds such community resources personnel must function would surely be placing the cart before the horse.

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[2] *Ibid.*, p. 385.

Some present day types of programs to be considered as community based oriented are:

(1) Probation and Parole

(2) Work Release

(3) Conservation Camps

(4) Halfway Houses

(5) Regional Jail Facilities

(6) Small institutions located as close as possible to areas from which it draws its inmates (could or could not be a regional jail).

To briefly consider each:

Probation and Parole

Probation is a form of disposition made by the court. The term comes from the Latin word "probare," meaning to test or approve. Under requirements established by the court, an offender agrees to certain terms in return for his release. The control in the administration of probation rests with the juvenile or adult court. In actual practice, however, the administration is many times delegated to the Chief Probation Officer. Probation is itself a legal or judicial function, while parole is an administrative function. Individuals who commit a felony and are given a suspended sentence or deferred sentence rather than incarceration are placed on probation. Thus, probation is an alternative to incarceration. Parole is release from a correctional institution prior to expiration of sentence, but under supervision of the correctional agency. Parole over the years has been more closely related to law enforcement than has probation. This has probably come about partly because of the early practice of one or two parole officers traveling from an institution over a wide territory when it was necessary for them to rely on local law enforcement officers for most of the supervision that was extended to parolees. Law enforcement officers have quite frequently become parole officers, particularly in the adult field.

Therefore, when an individual is released by an administrative authority prior to expiration of sentence on parole and returned to the community, it falls in the category of community-based programs. Present statistics seem to indicate that one out of three inmates released on parole successfully complete parole.

Various studies have sought to measure the success of community treatment programs. One summary analysis of fifteen different studies of probation outcomes indicates that from 60 to 90 percent of the probationers studied completed terms without revocation and incarceration. In terms of cost as well as success, it would appear society is much further ahead over the long haul with successful community based programs as opposed to incarceration in penal institutions.

Work Release Centers

These are small living units, housing ten to twenty inmates, either state owned or private on a contractual basis where inmates are sent upon approval for work release. They are located within a community setting, usually residential. The work releaser is gainfully employed within the community. During his non-working hours he must return to the unit where supervision is provided. In many cases, for the first time in his life, an inmate is getting some personal satisfaction in feeling that he is carrying his own load. Programs of this type offer the inmate an opportunity to pay his own way and at the same time to instill within himself some personal satisfaction that may be for the first time in his life he is not only helping himself but contributing to the support of his family. It also conveys the feeling that while society cannot condone the act for which he was committed, they can still be accepting of him as an individual. Over the long haul it is one way of attempting to bridge the gap from institution to society and from a society which the inmate too many times feels that he has become completely estranged.

Conservation Camps

These are camps located in forestry or conservation areas with minimum degree of custody and supervision. Inmates assigned to these camps are housed in the immediate area and provide valuable assistance in working on conservation projects.

Halfway Houses

There are usually homes sponsored by private or state agencies for the housing of inmates recently released on parole or discharged of sentence. These homes are located within a residential setting within a community. It is a place where the individual can stay for a limited period of time while he secures employment. Usually counseling and employment services are provided. The costs per individual is usually based on the individual's ability to pay.

While there seems little question that such programs pay handsome dividends in reduction of recidivism rate, lack of community support and support from private concerns make such a project difficult to establish and maintain.

Regional Jails

The trend across the United States and recommended in Idaho, as well as other states, is to have several counties go together and build a regional jail and detention facility. These could be operated either by counties jointly or under the supervision of the state. These would be built close to the large population centers and provide for Work Release, diagnostic facilities and greater participation by the community in correctional programs.

This would cut down duplication of service and in the long run would cost the taxpayers considerably less money than operating several jails where one would serve.

Small Institutions

Small institutions (correctional) located as close as possible to areas from which it draws its population (this could or could not be a regional jail). These small institutions would resemble as much as possible a normal residential setting. Rooms, for example, would have doors rather than bars. Inmates would eat at small tables and in an informal atmosphere. There would be classrooms, recreational facilities, and perhaps a shop and library. In the main, however, education, vocational training and other activities would be carried on in the community or would draw into the institution community based resources.

This, in essence, is the model that is proposed by the resident's Crime Commission. Considerable effort would be made on the part of the staff to encourage community participation, not only in program development, but implementation and treatment.

Ninety-six per cent of all adult offenders sentenced in the State of Idaho eventually return to the community. Incarceration enables the society to help an individual apart from the conditions of the community life and can subject him to a special environment that can artificially be controlled twenty-four hours a day. Under certain circumstances, this can afford opportunities for rehabilitative treatment that cannot be duplicated in the community. On the other hand, as the President's report indicates, an artificial environment works against self-reliance and self-control and often makes more difficult the re-integration of offenders into free society.

Some correctional systems across the country foster conspicuously the corruption, brutality, and moral deterioration. There are many ways in which the advantages of institutionalization can be exploited and the disadvantages minimized. For many offenders, institutionalization can be an extremely valuable prelude to community treatment.

However, in Idaho, as well as across the nation, we need to give serious consideration to alternatives other than incarceration between a sixteen foot stone wall for those offenders who do not need it.

The public must understand we cannot expect much reduction in delinquency and crime without changing basic social conditions conducive to the problem.

One of the basic reasons that the correctional system fails in that the community itself has no clear consistent concept or comprehensive philosophy as to how the offender should be treated. The public attitude is a mixture of three levels of behavior: primitive, pragmatic, and progressive. The primitive, rising as gut reaction calls for punishment; the pragmatic is self-defense and calls for the removal of the offender; or the progressive calls for the reformation of the offender, the community or both. In practice, though not in theory, the primitive tends to be dominant.

There is still a feeling when an offender is incarcerated that he is not only rendered harmless momentarily, but his punishment will also teach him how to behave. The end result, in many cases, is an increase in the rate of recidivism or even worse.

Research throughout the country has pointed out the two important findings:

(1) That the rate of recidivism is highest during the first few months after an offender is released, and

(2) Culminating that motivation for change, if it exists, is strongest in the offender at the moment of release.

If this is true, then at this moment of release there is need to strengthen the determination to make good and to bridge the releasee's step back into the community life. Community based corrections can appropriately provide this vehicle.

EVALUATION: THE BASIS FOR IMPROVEMENT

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An Overview

The need for improved correctional programs has never been more apparent then it is today. The rising crime rate, the increase in violence, and the increasing disorderly social processes have generated public and political concern. These have been translated into action and appropriation by Congress and to a lesser degree, by the States in an effort to control crime and delinquency. The first major crime control legislation in history was passed in the 1960s. There is concern for law and order. That concern certainly must be reflected in the nation's correctional institutions and converted into innovated, imaginative and effective programs.

The opening statement in the Task Force Report on Corrections of the President's Commission on Law Enforcement and the Administration of Justice is that the "American correctional system is an extremely diverse amalgam of facilities, theories, techniques and progress." It handles nearly 1.3 million offenders each day and has 2.5 million admissions each year. Some programs are strong and adequate. Others fail even to meet standards of human treatment recognized for decades.

Correctional institutions and agencies represent the final and most controlling phase in society that provides control over individuals who have not adequately internalized the social controls and sanctions imposed by the family, school, church, and other agencies to which they have been exposed during their early years.

The Department of Correctional Services in the State of Maryland has been scrutinized, studied, surveyed, investigated and evaluated to a greater degree during the past several years than perhaps any other correctional agency in the country and possibly to a greater degree than any other state Department, if not nationally, certainly in the State of Maryland. This Department has been examined by the Governor's Commission to Study the Correctional System of Maryland; charted by staff through the use of the Program Evaluation Review Technique, warmly referred to by staff as the Department's "PERT" Chart; investigated by the Attorney General's Office, not so warmly referred to as the "98-page Report;" bisected and trisected at St. John's College at the hands of the National College of Trial Judges and the Berkeley Associates, an experience that brought together representatives of the inmate body, the Judiciary, General Assembly, the police, the private citizen, and the correctional agencies of the State, an experience that is fondly referred to by those of us who were privileged to attend as the "nine days in June."

Along with these wide scope attempts to set value on the Department's activities and to get to know better the staff and the offender population, the Department has experienced, and is currently experiencing, a study by the State Planning Agency that will enable the Department to more ably plan for a new institution and an evaluative report by an organization known as Social, Educational Research and Development, Incorporated, that will enable the Department to turn an institution around and in so doing create an education and training atmosphere that will set a national precedent in the adult correctional field.

Consequences--Advantageous, Disadvantageous

Many have intimated that the Department has been very fortunate in its role as a recipient of so much attention by both public and private agencies and that certainly the long range advantages to the Department and consequently the offender body could surely be expected to outweigh the short term trauma of threatened staff, general inconvenience, anxiety and short term excessive demands on manpower. Disagreement with this line of reasoning is difficult, if not logically impossible.

Threatened staff and the fear of anxiety ridden staff must not paralyze the administrator's ability to act and in so doing to move toward opportunities to evaluate programs, institutions and entire systems. For to move ahead, to improve, we must be willing to be judged, to have a value placed on what we are about, to be examined and looked at very carefully.

Taking just two of Maryland's recent experiences and sharing them with you may more clearly indicate the impact on staff, both positive and negative. The "nine days in June" caper far outweighs all the others for pure impact and lasting good results. As has been already indicated, this nine-day Workshop on Crime and Corrections was sponsored by the National College of State Trial Judges. Dr. Dave Fogel, Director of the Workshop, described it as "pulling together all the actors in the drama of criminal justice in nonantagonistic roles."

Twenty-one offenders from two of the Department's institutions and the Patuxent Institution for the Defective Delinquent were paid $3.00 a day as consultants for taking part in the nine-day program under a Federal Grant from the Department of Health, Education and Welfare.

The total membership of the Workshop included Legislators, private citizens and representatives of every facet of the Criminal Justice System. The entire affair took on a marathon atmosphere after the first few days and the participants began to make genuine attempts to communicate with one another as human beings through speeches, psychodrama and small group discussions.

As one might guess, with the involvement of fourteen inmates from two of the Department's institutions the focus of attention, after one sweep across the entire Criminal Justice System, came to rest on Maryland's "correctional" institutions. The intensity of this focus increased when about a third of the Workshop members were "committed" for one day to the Maryland House of Correction, one of the Department's major institutions. As a consequence of this day of confinement was the awakening on the part of judges, police officers and all who had exposed themselves to this rather unique experience. A 24-year police veteran, a county Chief of Police related "I walked through an incision and saw Maryland's cancer." A judge said "calling this place a House of Correction is a bunch of damned nonsense. I can't imagine how people can expect a man to come out of one of these places corrected." This then was the real beginning of an intensive evaluation of a situation, an institution, a system that had been functioning on a rather inadequate basis for many,

many years. These same people who were insisting that "something must be done immediately" to improve conditions, programs, plant and general philosophy had driven by, walked around and sent people to this institution, but had never taken the time to become acquainted with the limitations, frustrations and goals of the institution, staff and the entire Department. The remaining days of this Workshop were devoted to the real reason why the Department of Correctional Services existed as a State agency and how the members of the Workshop with the new insights gained from the Workshop could support the Department in its efforts to become truly a respected Department of Correctional Services.

The other interesting and much more "on target" evaluative experience was the study that was performed for the Department by Social, Educational Research and Development, Incorporated. The proposal was initiated by the Department's Director of Education who had been recently recruited into a newly created position. He was very impressed by the physical plant potential at one of the institutions and believed that the evaluation of the educational efforts would give the Department a better idea of direction and potential.

The report that resulted is entitled, "A Survey and a Plan of Action for Education and Training Services in the Maryland Correctional Training Center in Hagerstown, Maryland."

This study, which took six months to complete, is perhaps the most thorough, far reaching, and exhaustive analysis of education and training in a State correctional institution. In conducting this study, the evaluators became involved insofar as possible, with all of the affairs of the Training Center. They sat in on education and training classes and conducted informal interviews with inmates and staff at all levels and within all units of the institution. In addition, they examined and analyzed the records and case files of a sample of inmates through confidential questionnaires.

Although the Department has only begun to implement the recommendations of this report, we have observed that education and training at the Center has improved considerably since the project was started and continues to do so. A few of the more basic recommendations were immediately adopted by staff and the Department is moving toward the conversion of the Center to a complete education and training institution. It has been estimated that the transition can be completed by August, 1971. In doing this, the institution should become less of a "jail" and more of a exciting, challenging school which conveys to the inmate that everyone and everything within the institution is oriented toward correction through education and training.

To do this will require considerable effort, energy, and innovation. To have attempted it without the guidelines of the evaluation would have been impossible.

Recommendations for Improvements

As an example of the degree of innovation called for, here are a few of the recommendations:

1. Sophisticated motivational approaches will be necessary.
2. It will be necessary to have a closer relationship between education and training.

3. Each job training area should be organized to insure that inmates are being trained for specific jobs consistent with their sentence and capabilities.
4. The general education program in Maryland Correctional Institution should level off and insofar as possible supplement job training.
5. In both institutions at Hagerstown, there is a tendency to stress basic education at the expense of job training, which we think should be the priority program. Basic education should aim at providing the necessary background for vocational training rather than function as an independent entity.
6. The "vocational education" program at the Maryland Correctional Training Center should be job training and should stress training for specific jobs. The opportunities should be expanded to include areas in short supply, that require little investment, and that can produce trained workers in a short time, i.e., automobile painters, draftsmen, upholsterers, cashiers, truck drivers, etc.
7. Incentive and motivation programs should be established. Inmates enrolled in education and training programs should be paid a higher daily wage when they are progressing at better than average rates. Also, it should be clear to inmates that when enrolled in vocational programs, they are acquiring salable skills. Finally, if a clear-cut policy is established making work release or other meaningful programs the end product of education and

training, the incentive to excell in education and training will be greater.

8. Work release should be greatly expanded, especially for those in education and training.
9. The vocational rehabilitation program at the Maryland Correctional Training Center should be coordinated with the Reception and Diagnostic Center in Baltimore. In addition, the vocational rehabilitation program has only a marginal relationship to education, training, classification, etc., at the Maryland Correctional Training Center.
10. There should be a prescription or contract between inmates and the institution which would be a statement indicating what the institution is going to provide each inmate (i.e., the opportunity to become a barber, etc.) in a given period of time and recommendations for work release, the honor dormitory, financial incentives, etc., if the inmate applies himself at the maximum effort, (i.e., completes the barbering program in less than the "average" or normal period).

Goals

The goal of the Department is to turn this institution around so that the entire facility operates as a system with education and training as the major components. The education program will be converted to a nongrade school which makes maximum use of program learning and other new approaches such as teacher aides, etc. The vocational program will change its focus to job training and stress providing every inmate enrolled some skill (regardless of his length of stay in the institution) through a program that is tailor-made to fit the needs of every individual.

Counseling, Work Release, informal programs, and work experience will relate to education and training programs in a variety of new ways. We estimate that the new approach to an old problem will enable the Center to serve at least twice as many inmates over a period of a year as is now being served. This is vital, as clearly indicated by one inmate's response to a question in a mail survey: "What do you think you will do when you get out of here?" Response: "It depends. I plan to go to college when I get out, but if I can't secure a decent job to support myself through it, I guess it's back to stealing."

Staff Reaction

What does all of this mean to staff both at the administrative and line levels? It means a whole lot of anxiety, hopes, fears, the whole gambit of feelings and emotions.

Ideally we would like to believe that all staff would recognize the splendid opportunity that the report represents; guidelines for a new direction, a reinforcement of what staff has always wanted to do. But human nature being what it is we know that what is seen as opportunity to some is viewed as a threat to others, and what is seen as an exciting challenge to some is viewed by many as disturbing and overdemanding of time.

A Correctional Officer for example who has become conditioned to moving people from here to there and back again six times a day in a given manner, has become accustomed to locking and unlocking doors at a set hour each day over a period of years can become extremely exercised when this routine is fractured and people begin to come and go at odd hours and are spending less and less time in their cells, the pace quickens, the atmosphere changes and some staff, not only the Correctional Officers, have great difficulty in making the necessary adjustments.

How does the administrative leadership cope with the need for rapid change? Effective communication is probably the most useful tool available. We know, however, that wishing effective communication does not insure even fair communication. A Warden in the Department took great care to interpret to his leadership people the forthcoming schedule and program changes and then made the mistake of assuming that this vital information would be conveyed by the Middle Management people to the line Officers who must unlock the cell doors, issue the passes and see that people are in the right places at the prescribed hour for the scheduled events.

While the leadership people to a man agreed that the new plan had merit and was workable, the reasoning behind the change in schedule was transmitted to line staff in a rather garbled form, if at all. As a consequence, line staff began approaching their respective State Senators and Delegates indicating in very disturbed terms that the new Warden was turning the institution over to the inmates!

Evaluation can be a basis for improvement. It would be more then naive to assume that evaluation must be or is always a basis for improvement.

What an evaluative experience means to a program, an institution or a system depends entirely on the methods and techniques employed by the evaluators and the attitude and degree of desire to accept and implement the recommendations on the part of the leadership of the program or agency being evaluated.

An evaluative approach that is superficial, called by some an executive approach to evaluation, can be more negative than positive. The staff involved in the programs being examined sense that not enough time is being devoted to the effort, they feel that their opinions are really not being listened to and they feel the program is being judged before they had even become acquainted with the judges. Recommendations forthcoming from such an evaluation will be difficult, if not impossible to implement.

Contrary to this approach is the one that consists of near total involvement of the evaluators in the current operation. This approach can serve as a very meaningful training device. Staff has an opportunity to identify with the "judges." Members of the staff feel that they have contributed to the evaluative efforts to a point that at least a few of the resulting recommendations become their recommendations and are implemented before the report is finalized.

In this kind of total commitment to the spirit of an evaluative effort even the staff people who were not directly involved with the evaluation team, sense the acceptance of their colleagues and, therefore, do not bring up their defenses to any great degree.

The Maryland Department of Correctional Services having experienced all shapes and sizes of evaluative efforts, vouches steadfastly for the tremendous advantage of the latter.

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INDIVIDUALLY PRESCRIBED INSTRUCTION FOR GED PREPARATION

Margaret L. Cary
Federal Reformatory for Women

In this age of computerization and programming, of specialization and individualism, of up-dating and modernizing, it is inconceivable that educators, the people who supposedly are aware of the world around them, would still expect their students all to fit into one little niche, each performing and achieving exactly as his fellow students.

This is the concept which has guided correctional educators for many years. As a case in point, consider the GED preparation courses. These courses were designed and administered, not for individual achievement, but for group achievement, with very little allowance made for individual differences.

Charles Eckenrode (1965), a former Director of Education for the Bureau of Prisons, said, years ago, "too often, I'm afraid, we tend to design a program, and then we attempt to fit students into it. It ought to be the other way around. We ought to fit the program to the students [p. 1]." How true this was and, in many cases, still is with our GED preparation courses, especially with those whose curriculum and methods are patterned after the public school system. In many instances, educators have not only reinforced dropouts for continuing behavioral patterns of dropping out, but also have pushed them out.

Correctional educators are working with students whose ultimate educational goal was a high school diploma, but who could not or would not function in a public school system. When they were students in public schools, the routine of the traditional classroom did not hold their attention, the curriculum did not fit their needs, they could not compete with their fellow students. The result? They dropped out! These same students may later be found in correctional settings with the same goal, a high school equivalency diploma. They are placed in the same kind of classroom setting and are expected to achieve. Simply because these people are older, we cannot expect miraculous changes to have occurred. In order for the average inmate student to accept the challenge of obtaining an education, a drastic revision in methods and in the educational system must be effected. Since there is little likelihood of the inmate's changing his attitude toward traditional teaching methods, the methods and the systems must be altered to fit the needs of the inmate students.

The educational vista of the future may not seem bright and sunny, especially with society's pressures and high expectations. The task of re-educating delinquents may seem impossible but not hopeless. "Teacher oriented" methods and materials are not the answer and if their use is continued, teachers will be inefficient, ineffective and will often fail. Those who have experimented with individually prescribed instructions, using programmed materials, have found what seems to be the answer to many of their student's problems as well as to the problems of the correctional educator in preparing inmate students for GED testing.

Harvey D. Brudner (1968), Director of Research and Development for the Westinghouse Learning Corporation, in New York City, has stated several reasons for regarding self-directed, individually prescribed instruction as the basis for educational reform. A few of these reasons are:

1. A primary educational goal is to prepare the individual to solve problems independently which he encounters as a student, worker, family leader, community member or private citizen.
2. Self-direction enables a person to live in accordance with his preferences and goals.
3. Effective instruction should suit the characteristics of each individual learner.

Before proceeding further, let us attempt to define the individually prescribed instruction to which we have been referring. Brudner says, "it is a program using programmed materials to achieve a relatively high level of instruction [p. 971]." He also says, "the system relies heavily on student self-direction, with teachers and teacher's aides available to guide and check the student's work. Teachers offer help as required and prepare learning prescriptions. After a diagnostic test is given in a subject, the student is expected to gather the learning materials which are called for in this prescription and go to his desk or work area and proceed independently. The program expects the student to cope with the learning tasks assigned to him and to try to overcome any difficulties before asking for help from the teacher. The student is encouraged to evaluate his own progress and to participate in the decision on whether he has obtained sufficient knowledge to take a 'post test'.

As seen, the prescriptions are developed by the teachers, therefore, the teachers greatly influence the self-direction of the students. When a student requires help, the teacher tries to help him to obtain the right answer on his own [p. 972]."

Basically, with the use of individually prescribed instruction, the focus is shifted from the teacher to the learner. Thus, the guessing is removed. The student knows what he is expected to learn; he is given learning experiences which will help him learn the expected, and he has the opportunity to demonstrate his ability to do what which is expected.

Teachers or coordinators in corrections can and have been developing individual student prescriptive learning packages for several years. Many have done a good job, but it has been found that there is a great need for a more coordinated system and package that can be used throughout the correctional system.

It is necessary to keep in mind some very important factors when developing or searching for individually prescribed instruction.

1. It must be a tool through which learners can achieve predefined goals within a reasonable length of time.
2. The design must be such that a student's rate of progress is determined by his own capabilities.
3. There must be feedback to reinforce learning.
4. There should be built-in devices for self-evaluation.

One of the organizations which has pioneered in the use of individualized instruction is the Job Corps. About 1967, Education Performance Systems, Inc., devised the Job Corps Advanced General Educational Program (1968) for Corps members who have mastered basic literacy and numerical skills. The purpose of the program is to enable Corps members to achieve and to demonstrate high school proficiency on standardized tests of educational achievement and where possible, to attain certificates of high school equivalency. The Federal Bureau of Prisons has recommended the use of this program in its institutions as a means of standardizing, to some extent, the GED preparation classes for all institutions.

Before being widely adopted by Job Corps, the program was tested at six Job Corps Centers with the following results:

1. Of the Corps members averaging 6.0 or better on the Stanford Achievement Test, 94.6 per cent achieved the minimum passing scores on the GED test recommended by the American Council on Education (a score of at least 35 on each GED sub-test or an average of 45 on all tests.)
2. The range of time required to complete all of the lesson materials is 175 to 230 hours. The average is 205 hours.
3. The program materials are sufficiently self-instructional so as to require only minimal monitoring by the teacher.
4. The most effective program administration schedule is to have the the Corps member spend three hours per day working through the GED Program materials.

Any student who has an average reading score of 6.0 and an average mathematics score of 6.0 as measured by the Advanced Battery of the Stanford Achievement Test, and who has the desire to earn a high school equivalency diploma, can participate in the Job Corps Advanced General Education Program. It has been estimated that at least ninety per cent of the program participants will meet the certification standard recommended by the American Council on Education.

The subject-matter content of the program is geared to the material covered in the five subtests of the General Educational Development Test. While it is GED-oriented, the program provides a liberal education in the basic subjects which are necessary to live and work in our society.

The Job Corps Advanced General Education Program (1968) consists of three main levels with each level divided into units for a total of 24 lesson units. The units require the study of from two to fifteen booklets with a total of 124 booklets in the entire program.

Before the student begins a unit, he is given a screening test. If his score on this test is 85 per cent or more, he is allowed to by-pass the individual lessons of that unit, thus making it unnecessary for him to study subject matter he has already mastered. When a student scores less than 85 per cent on the screening test, he will complete the individual lesson booklets for that particular unit. These booklets are self-instructional, thus enabling the student to work at his own rate.

Each lesson booklet contains a mastery test that covers the material covered in the lesson. After the completion of the booklet, the student takes the mastery test, grades it himself, and then takes it to the instructor for review and evaluation. With a mastery test score of 85 per cent or better, he is instructed to correct his paper to 100 per cent, before proceeding to the next lesson. When the student's mastery test scores are between 60 per cent and 85 per cent, the instructor helps him to correct it to 100 per cent, discusses and clarifies any areas of difficulty, then directs him to proceed to the next lesson. With a mastery test score of less than sixty per cent, the student is instructed to repeat the lesson and retake the mastery test. If he still scores less than sixty per cent, the instructor helps him correct his test to 100 per cent, gives him special instruction as needed and then directs him to proceed to the next lesson.

As learning occurs, it must be measured. A measurement of progress which occurs at reasonably frequent intervals shows both the student and the instructor that a specific level of mastery has been accomplished. Another, perhaps even more important, advantage lies in the fact that frequent testing provides one of the best motivational factors. What better reinforcement to learning can one have than the feeling of accomplishment and success? The student becomes a part of the whole process of measurement when he is allowed to correct his own tests. Learning is furthered still as the student finds his errors and corrects them, thus profiting from his mistakes. He has no final examinations to cram for, since the testing occurs at the most opportune moment for him.

Progress measurement goes one step further. A unit test is administered either after a student completes a unit screening test with a score of 85 per cent or better, or after he makes satisfactory progress through the lessons and mastery tests that comprise that unit. Regardless of his score on the unit test, the student is assisted by the instructor in correcting his wrong answers and in understanding why the correct answers are preferred. He is then given the screening test for the next unit in the program.

Programmed materials are by nature self-instructional. The Job Corps Advanced General Education Program is no exception. The teacher, however, plays a vital role in the student's learning process. A three page progress document, the progress flow chart, has been developed to help the teacher treat each student as an individual. A separate progress flow chart is maintained for each of the program's three levels; on it is recorded the student's performance. Each test score-screening, mastery, unit-is thus recorded. This document shows both the instructor and the student where his relative position in the program is, where he has yet to go, and what his performance level on each test has been. The instructor makes all entries on the progress flow chart and then makes it available to the student since it graphically displays his progress and performance.

Because of the age of inmate students, the prison surroundings, the length of time that has elapsed since most of these adults attended school and their limited spans of interest and attention, learning activities need to be designed so as to be presented in small segments.

The learning activities of the Job Corps Advanced General Education program are so designed. Its curriculum's intent is to provide an educational background equivalent to that obtained in the typical high school course of studies on which standard high school achievement tests are based. Emphasis is on the acquisition of basic concepts, rather than on test-taking skills which are taught incidentally. Reading comprehension is stressed in all areas, and materials for developing reading skills utilize curricular subject-matter for content.

To maintain the student's motivation, the curriculum is designed to give him short-range proof that he is learning material that is important and relevant to him and that he is acquiring power to do things that he could not do before. Consequently, the primary principle governing the design of this curriculum has been to allow the student to make gains that are immediately meaningful to him and at the same time to enable him to see clearly his progress toward the long-range goal of obtaining the GED certificate.

Another important consideration of this or any other programmed material is flexibility in terms of time. One lesson unit of the Job Corps materials can be completed in an hour; this permits more flexible scheduling. Since students are progressing at their own rates, new students can be admitted to class without feeling they are behind their fellow students; neither will students get behind in their studies if they must be absent from class. The periodic screening tests enable pupils to by-pass materials they already know or to repeat that which they did not learn sufficiently.

Through the description of one commercial, individually prescribed instruction package geared for GED preparation, the intention has been to point out how such an instrument can, in fact, answer some of the needs in correctional education. Naturally this instruction package will be only as effective as the teacher or coordinator who uses it. This type of material provides a foundation on which the teacher can build and devise a new approach to GED preparation. It is a challenge as it provides opportunities for correctional educators to exercise their creativity, to critically examine physical and administrative structures and adapt them to this new approach, and to realistically evaluate their output.

If institutional educators are ever to do the job expected of them, what they do and what they use must be genuine; it must be realistic and it must be balanced.

Educators in a correctional setting, preparing inmates for GED testing, will find that the individually prescribed instruction can serve a two-fold purpose: helping both teacher and student.

1. It can make the teacher more conscious of the individual and his needs. It can also assist the student in recognizing his needs and serve as a motivator in fulfilling them.
2. It can assist the teacher in identifying objectives essential for behavioral changes, and in stating them in measurable terms. It can make clear to the student what is expected of him and delineate a system through which he can achieve.
3. It can help both teachers and students to function more efficiently under existing limitations: to achieve and perform without new buildings and more staff.
4. Teachers can be more effective in bringing students to an accepted performance level, and students' motivation to strive toward the level can be increased.
5. Teachers can make more meaningful and valid evaluations of progress. Students will be able to evaluate themselves and so know how rapidly and how well they are proceeding toward their goals.

Thus, as a replacement for traditional teaching methods and materials, the individualized instruction program exemplified by the Job Corps Advanced General Educational Program, can better fulfill needs of teacher and student alike in correctional settings.

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EDUCATIONAL RELEASE PROGRAM (PROJECT NEWGATE)*

Richard E. Cassell
Federal Youth Center

Purpose

Many changes have occurred in the field of criminal rehabilitation within the past few years. Improved education opportunities for the inmates has been one key to this recent success. Morehead State University's Project Newgate is geared to provide an intensive college-preparation and college level educational experience for incarcerated prisoners at the Federal Youth Center in Ashland, Kentucky. The total scope of the program is to provide pre-release and post-release counseling, direction and educational opportunity for 40 juvenile offenders in an effort to increase the rehabilitative resources of the modern institution. Under the grant provided by OEO through Morehead State University, the main objectives of Project Newgate are formulated.

Objectives

1. Project Newgate will stimulate interest and develop skills and abilities required by juvenile inmates to successfully complete the GED examination and continue on into higher eudcation.
2. Project Newgate will involve 40 juvenile inmates in a course in personal development and peripheral experiences to develop self-inmate improvement to redirect social and personal values and goals.
3. Project Newgate will develop academic skills within 40 juvenile inmates to the point that a successful transition from secondary

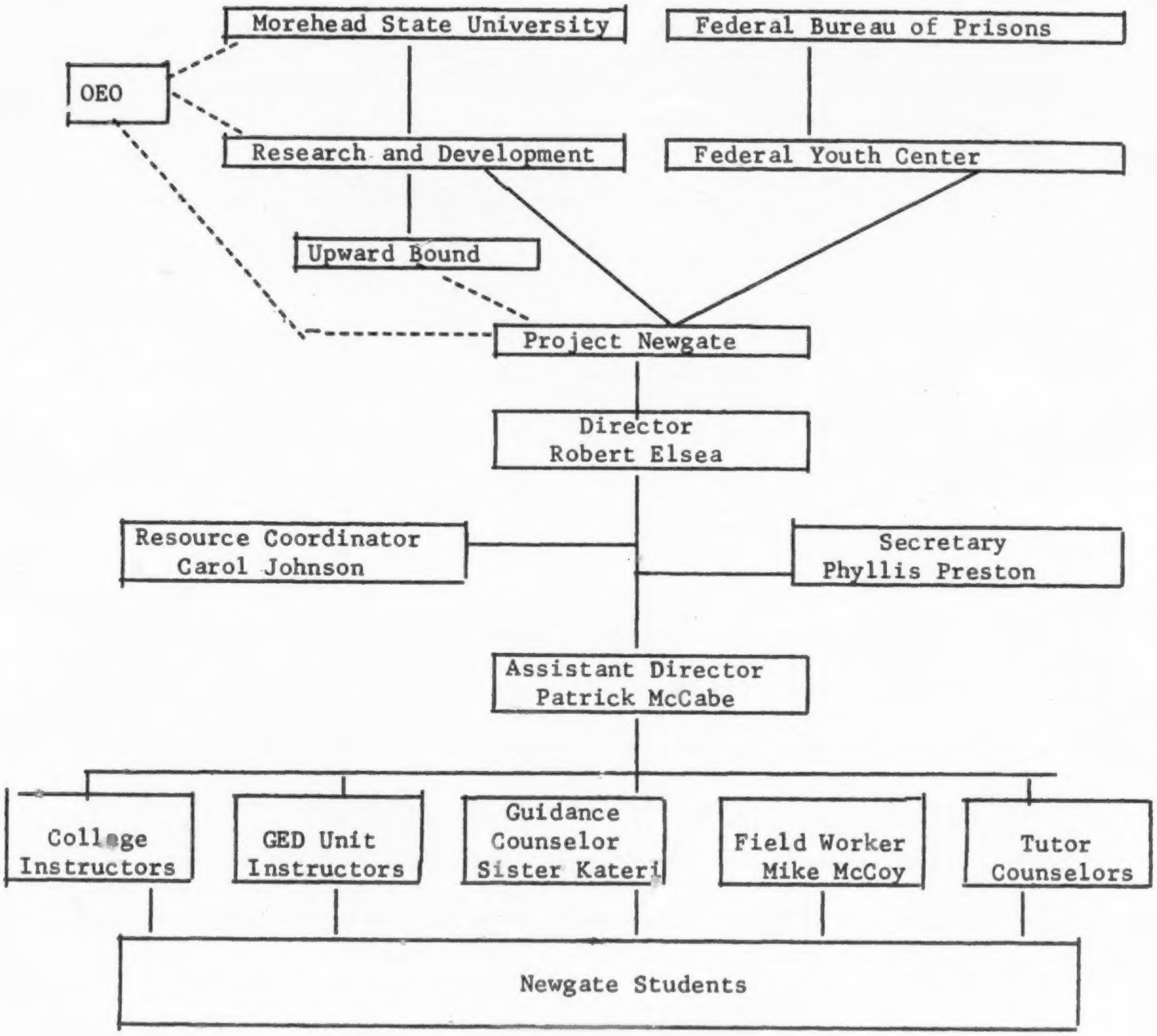
*Project Director Robert Elsea and Staff education to higher education may be made. The emphasis shall be placed upon the social, economic, and educational needs observed among disadvantaged and delinquent populations.

4. Project Newgate will increase the participants knowledge of occupational opportunities and requirements through group and individual counseling sessions. Each participant will be required to develop a personal budget to enable him to understand his financial situation and to be able to plan realistic economic goals for college selection and beyond.

Recruitment of Staff

The actual recruitment of Project Newgate staff members was accomplished through a cooperative effort between the Personnel Office at the Federal Youth Center and the Office of Research and Development, Morehead State University. The Project Director and the University Vice President in charge of the Research and Development Center interviewed all applicants and made the appropriate recommendations to the University President for approval.

Characteristically, the staff is young, well educated, ambitious and sincerely interested in the objectives of the project. Equally as important they have been able to adjust quickly to institutional procedures and have displayed the ability to be innovative in a restrictive environment. The following is an organizational chart which illustrates the operational structure of the Newgate staff as well as the working ties between the Office of Economic Opportunity, Morehead State University and the Federal Youth Center.


Morehead State University
Federal Bureau of Prisons
OEO
Research and Development
Federal Youth Center
Upward Bound
Project Newgate
Director
Robert Elsea
Resource Coordinator
Carol Johnson
Secretary
Phyllis Preston
Assistant Director
Patrick McCabe
College Instructors
GED Unit Instructors
Guidance Counselor Sister Kateri
Field Worker Mike McCoy
Tutor Counselors
Newgate Students

SELECTION OF NEWGATE STUDENTS

The Summer Program

The selection of students for the summer Newgate Program was broken down into four consecutive phases: (1) Initial screening by the Newgate staff. (2) Approval of the inmate's Classification Team. (3) Personal interview. (4) Randomized selection of eligible candidates. What follows is a brief summary of the procedures followed in each stage.

Initial Staff Screening

It was decided that the basic requirements for acceptance into the program would be a minimum score of 90 on the Beta I.Q. exam and a S.A.T. score of 7.5 It was felt that the inmate below these achievements and ability levels would not be capable of handling the demands of the Newgate program.

Approval of the Inmate's Classification Team

The Federal Bureau of Prisons has been working with a classification team approach for a number of years. Under this system each inmate is assigned to a team which consists of his caseworker, the unit supervisor assigned to his dormitory (a correctional position) and an outside member chosen from the Institutional staff at large. It is the responsibility of this team to make all final decisions concerning the institutional program of each inmate assigned to them. Therefore, each assignment to the Newgate program must be first approved by this group.

Personal Interview

It was established from the beginning that Project Newgate would be a voluntary program and not an institutional or team requirement.

Randomized Selection

After the first three phases of the selection process were completed there were 80 candidates for the 40 Newgate positions. The final selection of Newgate students was based on the premise that the effectiveness of the program could be best determined by selecting both a research and control group which could periodically be compared relative to their institutional and post-release adjustment.

The Academic Year

In planning for the academic year procedures were followed with the following exceptions: (1) In an attempt to utilize the experiences of the entire institutional staff, a questionnaire was sent to the dormitory and detail officer of each inmate under consideration asking their opinions of his motivational level, work habits, and basic attitudes toward the institutional programs and staff. (2) Based on our summer experiences it was decided that the randomized selection of students should be abandoned in favor of a process designed to select the best qualified inmates for the program.

Statistical Study of the Initial Group Chosen for Project Newgate

Introduction

This study involves the initial group of thrifty-nine (39) students chosen for Project Newgate at the Federal Youth Center at Ashland, Kentucky.

Problem

To determine the average age, mental rating, geographic distribution, present and prior commitments and races of the intial group of the thirty-nine (39) Newgate students.

Objectives

To determine: Age of each student in the initial group. Of the total group, twenty-two (22) of the students were in the 18 to 19 year old categories, eleven were 18 years of age and eleven were 19 years of age. The age distribution is from seventeen (17) to twenty-two (22).

The highest grade completed by each student before entering the Federal Youth Center -- the highest grade completed ranged from the sixth to twelfth grade, with twelve students having completed the ninth grade.

Beta and Sat ratings each registered before entrance into the Project Newgate -- the Revised Beta scores ranged from 90 to 123 and the SAT scores ranged from 5 to 12.4 with an average of 8.73 for the SAT ratings.

The most recent offense committed by the student -- A total of nine (9) offenses were represented. The Dyer Act was committed by twenty-five (25) students for (64.10%).

Also, the number of prior commitments -- 53.84% of the students had no prior commitments, 25.65% had one commitment, 5.12% had two prior commitments, 12.83% had three prior commitments, and 2.56% had over three prior commitments.

States represented by this group -- A total of seventeen (17) states are represented in this group.

Program

Project Newgate is inherently a two-part program since some of its students are enrolled in classes inside the institution while others participate in community educational activities. The first phase, or inside program, is naturally developed first, for it is successful participation in the inside program which prepares inmates for the second phase, release and the outside program.

The program conducted inside the Institution falls into three general categories. The first area of study is an extensive academic program with emphasis on the skills required to succeed in college. The second phase is concerned with the development of the social and cultural skills needed to retort the behavior which might be cause for an inmate's return to an institutional setting. Finally, the third area of concentration is an effort to simulate campus life inside the Institution where possible. Emphasis is directed toward cultural, social and self-initiated activities.

G.E.D. Preparation

Most of the students enrolled in Project Newgate have failed to succeed in the public schools. Many have acquired a number of attitudes and fears that militate against learning. Fear of failure is a signifi cant factor in this regard. They are generally insecure and defensive and tend to be irresponsible when asked to be creative. Yet with the right approach many of these individuals can become serious, disciplined students.

One of the principle objectives of the program is to prepare Newgate students for General Educational Development Tests. Realizing some of the basic educational problems of the students at the Youth Center a learning laboratory has been designed to replace the traditional classroom and conventional teaching methods. The learning center makes it possible for each student to work toward his educational goals on an individual basis.

Communication Skills

All students working toward the completion of the General Educational Development Test (G.E.D.) are enrolled in the communication skills unit. Basically this unit is designed to complement and support the activities offered in the regular institutional G.E.D. program.

A great deal has been said about the language and communication deficit characteristic of disadvantaged students. Many educators have made the observation that disadvantaged students generally are inarticulate and non-verbal. Others have indicated that the educationally deprived usually appear non-verbal in academic situations but are quite articulate when conversing with their peers. Such is the case with most of the students participating in Project Newgate.

Since the communication skills are of primary importance to a student preparing to attend college, it becomes a major area of emphasis in the Newgate curriculum. Basically the communications skills classes have been organized as an inquiry type activity. Classes generally begin as a teacher directed class discussion intended to present a program to the class, after which, the students have an opportunity to explore related ideas. Through question and answer sessions, role playing exercises, various types of group sessions, and individual conferences the students form hypotheses and draw their own conclusions.

Personal Development Institute Report

One of the most dynamic courses in the Project Newgate curriculum is the Personal Development class.

While Project Newgate is geared to prepare students academically for post-high school education after release from custody, personal development is geared to prepare the inmate for entrance into a society unlike that offered by his present environment.

The young men in Project Newgate at the Federal Youth Center in Ashland, Kentucky, are as most other students in the United States -- deficient in basic human social values, character, ethics, morals, and standards. Attempts to provide experiences for individuals and groups in interaction encourage development of such basic facts of life and living. The objectives of the Personal Development Institute are:

1. To identify and better understand the forces that affect the personal development potential of students and adults.
2. To develop in those who attain knowledge and skills certain intangibles like confidence, poise, personal appearance, a self-assurance.
3. To assist the student in a realistic assessment of himself and his surroundings.
4. To develop in the student the correct set of personality traits such as perserverance and dependability.
5. To assist the student in developing attractive voice quality, good speech habits and the art of conversation.

Newgate and the Inmate

The inmate's motivation for one type of activity or goal depends to a substantial degree on the relative expectancy of success. At the beginning of Newgate many of the inmates possessed little motivation to improve their educational status, to train and enlarge their intellectual potential. Thus, it became the prime objective of the Newgate staff to make the necessary changes that would give the inmate educational motivation by showing him that he can expect success if he will apply himself. It is not an easy task to bring about these changes, for the inmate has adjusted to the authoritarianism that is used to maintain security inside the Institution. The inmate has become generally uncritical in the face of authority, and anti-intraceptive, nervous, and stereotypic in his thinking. Once the changes are started that force the inmate to become more critical and objective, he begins to seek out information and concrete plans that would enable him to continue his education outside the Institution. Here the Field Worker takes on his significant task of actively guiding the inmate in preparing a strong parole plan that fits his needs, especially in the educational aspects.

The Field Worker Position

The Field Worker position is a very demanding duty to help plan the future of an individual and make it work. A rigorous system of operation must be learned before he can work within the prison environment, this includes:

1. Handling the diverse security risks that arise when transporting and working with inmates outside the confines of the Institution.
2. Making sure all persons concerned with the management of an inmate are advised and consulted as plans are made for his future.
3. Being careful to be empathetic rather than sympathetic to the needs of the inmate when confronted with a plea for help!
4. Making sure all necessary steps have been taken before assuring an inmate that he can do or have something.
5. Being sure that an inmate understands the positive and negative factors involved in any plans he wishes to make.

Accomplishments

A number of accomplishments have been recorded in the first months of field work; they are listed below:

1. Seven Newgaters have been enrolled as full-time students at the Ashland Community College. They are allowed to leave the Institution to attend classes at the Center during the day and return to the Institution at night under the provisions of Study Release.
2. One Newgater has been granted parole in order to attend the fall semester of Morehead State University and play on the football team.
3. One Newgater has been granted early parole in order that he might take advantage of a scholarship awarded him by The Alfred P. Slone Foundation through the Ohio College of Applied Science in Cincinnati, Ohio.
4. One Newgater is waiting final decision from the Bureau of Prisons in Washington, D. C., in order for him to attend IBM School in Huntington, West Virginia under the provision of Study Release.
5. One Newgater has been awarded an Engineering Traineeship position by Lexington Industries in Boston, Massachusetts.
6. Approximately 2,200 colleges and universities in the United States are being requested to supply a catalogue, financial information, and admissions forms that will be used in counseling Newgaters and the general population of the Federal Youth Center.
7. Fifteen Newgaters are preparing definite plans for continuing their college work after release.

Future Plans

As the project enters its fourth month of operation, a number of limitations and deficiencies have been found. Taking these into consideration, several far-reaching plans have been devised for future implementation; among these plans are:

1. Seeking additional long range sources of financial aid for Newgaters once they are released from the Institution. This aid will be sought from the business community as well as from government sources.
2. Preparing a Field Worker Handbook that will include a list of business and college individuals who are willing to help inmates in getting a job or going to school, colleges that are willing to admit an individual who has the General Educational Equivalency diploma and/or has been found guilty of committing a felony; and significant sources of financial aid to the inmate, once he is released.
3. Securing greater inmate exposure to college type environments in order that they may more fully understand what they could be involved in after release from the Institution, should they choose to continue their education.

IMPLEMENTING A PROGRAMED MATERIALS CENTER IN A CORRECTIONAL SETTING

Dale W. Clark
Federal Youth Center

Introduction

> "Programed instruction has been called 'infinite consideration for the learner.' It represents the first real penetration of psychological theory into the educational process. Research conducted thus far supports the contention that good programs, carefully developed and properly administered, can significantly improve the quality and economy of instruction.
>
> The advantages of programed instruction outweigh its disadvantages. Its limitations must be recognized; it is not a panacea for all of education's ills, nor will it revolutionize education overnight. However, its main advantages - individualized rate of instruction, shortened learning time, more effective learning, and ability to relieve teacher fatigue - cannot be denied or ignored by educators. (Norton, 1967, p. 24)"

Purpose

The purpose of this paper is to describe the implementation and operation of a programed materials learning center in a particular correctional institution, with the hope the information will be of value to correctional educators considering the value of such a center or in establishing one if the decision to do sohas already been made. The particular setting at the institution will also be presented to increase understanding of the center's operations.

The Setting

The subject programed learning centers were established at the Federal Correctional Institution, Terminal Island, San Pedro, California, in July 1968. The institution houses a population of about 800 adult males and 200 adult and juvenile females for periods of residence averaging one and one-half years for the men and two years for the women. The majority had dropped out of school before the eleventh grade but were of average or above average intelligence as measured by the Beta examination, and 65 per cent lacked vocational skills marketable to any substantial degree.

All men, with the exception of illiterates, and a daily two-hour class of twenty men functioning below eighth grade level, were required to work a full day either on maintenance details or at Federal Prison Industries metal and furniture repair factories. The illiterates were in school one-half day and worked the other half. The women did not work in Industries and therefore were occupied with maintenance work and/or education, depending upon the need.

The men's division school programs consisted mainly of classes for earning a high school diploma or passing the GED tests, and the literacy classes. These met afternoons and evenings at the women's division and only evenings at the men's division, except for the afternoon literacy class. They were scheduled on a regular semester basis with most of the classes being taught by part-time contract teachers from the local school system. Professional staffing included two full-time and three part-time teachers for the women and two full-time and four part-time teachers for the men. Over half of the full-time teachers' time was occupied with related duties such as intake testing, interviewing, preparing educational analysis, supervising inmate crews and maintaining records. This left the GED preparation and diploma preparation classes almost entirely to part-time evening teachers for instruction.

Formal vocational training programs consisted of restaurant work training at the men's division and clerical training and keypunch at the women's division, both scheduled during the day.

It is probably evident from the above that the school program was beset with problems of inadequate staffing, a very high drop-out rate from classes, and lack of interest on the part of inmates. Something had to be done to change the situation, and the programed learning center appeared to be one of the best alternatives.

Planning and Organizing the Centers

Planning and organizing the centers was carried out over a period of four months with most of the timing based on probable availability of funds toward the end of the fiscal year. The most important aspects of planning and organizing included determination of objectives, assigning responsibilities, employee and inmate staff in-service training, funding, selecting and procuring materials, promotion, and determining methods of evaluation. The entire education department employee and inmate staff was involved.

Objectives. The general objective of the men's division center was to provide opportunities on an individualized instruction basis for inmates to meet requirements for the high school diploma, prepare to pass the national norms on the GED, take self-help courses to correct specific educational deficiencies, study technical courses related to on-the-job experiences in the institution, and study college level courses in preparation for passing the College Level Examination for college credit, all under conditions permitting (1) maximum flexibility with regard to student scheduling and attendance, (2) large quantities, varieties, and levels of courses offered, and (3) a minimum of staffing. The general objective for the women's division was the same except to limit the center to high school diploma goal courses.

Assigning Responsibilities. The most significant facet of assigning responsibilities was total involvement of both employee and inmate staff. Everyone had some responsibility and therefore felt a part of the big effort. Inmates and employees met together, planned together, and worked together. The results were very good, not only in terms of effort, but also in terms of ideas and promotion. The inmate staff was especially valuable in assessing inmate needs and attitudes regarding such things as course offerings and operations policies. A little staff resentment appeared at first but soon disappeared when the value of inmate assistance was realized.

Staff Training. Here again, a significant part of the operation involved employee and inmate staff together in combination training and planning sessions. The main objective was to know the advantages of individualized instruction, the principles of programed learning, and the application of programed learning to achieving our project objectives. In addition to group sessions, individualized training using programed materials was used. Several (Principles of Programed Learning;

Programed Instruction, What It Is and How It Works; Using Programed Instruction in Occupational Education) were especially valuable and copies were distributed to each staff member. Other books concerning programed instruction were placed in the staff library for reference purposes. Two staff members also visited programed learning centers in Los Angeles schools in search of operating ideas.

Funding. One thousand dollars was determined to be the minimum requirement for an initial program to allow opening the center. An equal amount would be required the following year to build the center up to fully meet our objectives. Funds were determined to be available.

Selecting and Procuring Materials. Publishers of programed materials had been contacted earlier for descriptions and examination copies of programs on the market. Staff members reviewed these and selected the most appropriate programs to meet objectives and stay within the budget. Special attention was paid to ascertaining that high school course programs would be acceptable to the local school system issuing diplomas for our institution. In these cases, this restricted selections to specific programs that had already been approved by the Los Angeles school district, most of them published by Science Research Associates. Other main sources for the over 140 self-help courses were Xerox Corporation, E. I. du Pont de Nemours and Company, American Book Company, T.M.I. Grollier, Harcourt, Brace and World, and Litton Industries. A catalog of all programs available on the market (Hendershot, 1967) was especially valuable. This source lists programs by subject area as well as publisher and includes a brief description as well.

Promotion. This was a vital area of planning if the programed learning center were to succeed. Neither inmates nor institution personnel of other departments knew much, if anything, about programed learning at that time. The objectives to remedy the situation were, therefore, to orient inmates and staff to (1) the basic principles of programed instruction, (2) the advantages of programed instruction in general, (3) the advantages of programed instruction for the correctional setting, (4) how the programed learning center would operate, and (5) how the center would affect other institutional operations.

The main media used in promotional operations were the inmate publications, staff publications, education department inmate-employee meetings, institutional staff meetings, and student orientation sessions opening night. The inmate publications and opening night orientation appeared to be the most effective although all media contributed. Inmate publications carried lead-up articles over a period of two months plus an EXTRA devoted entirely to the subject a week before opening. The opening night orientation included refreshments as an attraction, group orientation sessions, and individual counseling-registration sessions with the teaching staff. Student response was almost overwhelming, indicating the promotional operations had been effective.

Determining Methods of Evaluation. Numerous methods of evaluation were considered but it was decided that evaluation in terms of effectiveness in achieving Programming, Planning, and Budgeting objectives in appropriate areas would be the most meaningful and useful. Of interest also for PPB would be the effect of the center on staffing requirements.

Records of course enrollments, completions, and attendance would also be maintained and periodically analyzed for evaluative and planning purposes.

Operating and Administering the Men's Division Center

Most of the operation and administration of the programed learning center can be explained by presenting a copy of the General Policies and Procedures and Records Procedures and Policies established during the planning stages and the Progress Record, all still in use except for a few minor changes. Notes on these will follow the presentations.

Policies, Procedures, and Records.

General Policies and Procedures:

1. Materials will be kept in education department because of limited quantities. (Permits variety of selection)
2. Programs will be stored in shelf areas and will be checked out to the student when he enters, and checked in when he leaves.
3. Strict control must be maintained to prevent loss of materials.
4. Tests will be in custody of the employee Center instructors only; they will be numbered and will be accounted for by the instructor and student whenever in use.
5. Integrity of the program is essential to its effectiveness. Education inmate staff members must be circumspect and beyond reproach and suspicion of violating this integrity.
6. The entire educational area will be maintained in a state of quiet and decorum suitable to academic pursuits. Semi-classical music background will be experimented with, and evaluated as to its reception and desirability.
7. The Center will be open when one of the Center instructors is on duty. Materials will not be checked out at other times.

8. The Center staffing will be:
   Instructors: Mr. Levine (Evenings)
   Mr. Lewin (Afternoons)
   Head Clerk: Inmate (Thursday and Friday)
   Clerk: Inmate (Monday and Tuesday)
   (Both will work all day Wednesday in Center checking materials and handling periodicals.)

9. Hours of Operation: 1:00 - 3:30 PM and 6:00 - 8:30 PM
   Monday, Tuesday, Thursday and Friday
   The Center will be closed at all other times.

10. High school courses will be pursued in room #3 only, where the instructor will be on duty, and all testing will be done in this room under the direct supervision of the instructor in charge.

11. All program Center students will work in room #3 until it becomes filled to capacity, at which time the instructor will advise the clerk to direct the overflow non-high school course students to other areas.

12. Every effort will be made to provide and require that each student be as much isolated from distraction as possible. This may be accomplished by facing desks to the wall, spacing them, having students sit in alternate seats, insistence upon quiet environment, etc. In furtherance of this, thirty (3) individual study carrels have been ordered.

13. Courses will be classified as follows: High School Diploma, High School GED Preparation, Technical, College Level, Self-Help.

14. A minimum of two (2) nights study per week will be required to maintain enrollment.

15. One course at a time is the general rule. Two may be approved providing the student agrees to study four (4) nights per week.

16. All tests will be administered by the Center instructor only, and all study activity will be performed in the education department.

17. Registration will normally be accomplished by either Mr. Knopke, Mr. White, or the Center instructor, so complete inmate educational files can be utilized. This will include long range planning recorded on the Counselor Work Sheet and help in selecting a sequence of courses leading to a definite goal. The Work Sheet will be filed in the Center file for the use of the Center Instructor. The registrar will sign his name and the date to the Progress Report card and also to the Work Sheet.

18. Registration will be continuously open so the student is not required to enter or complete a course or program at any specific time.

19. The following courses are approved for credit by the San Pedro Adult School and may be applied to the diploma program. Others may be approved at a later date.

COURSE	CREDIT
The Consumer Mathematics Series	10
Applied Logic; An Introduction to Scientific Reasoning	5
Astronomy	5
Principles of Chemistry	10
Number & Units for Science	5
Biology, Books 1 - 10	10
Engines, Mechanics, Meteorology (all 3)	5
A Programed Course in Basic Electricity	5
A Programed Course in Basic Electronics	5
A Programed Course in Basic Transistors	5
Musical Notations	5
The American Economics Series	10 (5 for any 4)
An Introduction to American Government	10 (5 per volume)
Geography of the United States	5
United States Constitution	5
American History Study Lessons	5
English Grammar	10 (5 per volume)
Spelling Principles	5
Effective letters	5
The American Health & Safety Series	5
Introduction to Modern Mathematics Series, Five texts in Sequence	5
(a) Series Two-Four Texts in Sequence	5
Trigonometry for Physical Science	5
Calculus for the Physical Science	5
Programed Math Review	5
The Slide Rule	5
The Arithmetic of Computers	5
Practical Mathematics	5
Algebra I	10
Intro to Verbal Problems - Algebra	5
Modern Algebra, a First Course	10
Algebra II	10
Plane Geometry	10
Solid Geometry	5
Trigonometry	5
Analytic Trigonometry	5
Introductory Calculus	5
Introductory Calculus Part II	5
Introductory Descriptive Statistics	5

Records Policies and Procedures:

1. The T.I. Programed Learning Center Progress Report will be used as the master record of progress. The top portion will be completed at the time of registration, the name (last first) and number typed in upper left corner (with card horizontal). The registrar will sign and date the card at time of registration. This will be kept in the "Master File" at the program Center library, picked up by the student when he checks out program, kept for his use during study, initialed by instructor, and returned to the "Master File" when he returns his book. After completing a course, this card will be given to Mr. Knopke by the Center instructor. Mr. Knopke will ascertain that the information is entered on the student's permanent record and the card then placed in the student's educational file.

2. Another form to be utilized will be a Credit Slip signed by the instructor and submitted to Mr. Knopke when a course is completed. This Credit Slip, along with the Progress Report will then be placed and maintained in the inmate's education file.

3. A third form, the Counselor's Work Sheet, will be completed, signed, and dated by the staff member when registering the student.

4. Letter grades will be assigned by the Center instructor for all courses taken for Adult High School credit. The per cent scale will be: 94-100: A; 87-93: B; 80-86: C; 70-79: D.

Other courses will be designated as "completed" when a test score of at least 80 per cent has been achieved or when the instructor determines that by other evidence, the course has been thoroughly and seriously completed. The "other evidence" will normally be a collection of all of the students response sheets, properly labeled, and/or by time spent by student in the study Center, actively engaged in the study program.

Notes on Policies, Procedures and Records. The following notes are presented by number corresponding to those in the presentations.

General Policies and Procedures.

1. This policy was changed after additional materials were procured to permit students to check certain programs out to their housing units. These were limited to self-help courses when there was an ample supply on hand for center study also. Course materials were not allowed out in order to maintain validity and integrity of the courses and the credits awarded.

PROGRESS RECORD

(Last Name) (First Name) (Number) (Qtrs) (Job)

Fill in the proper spaces at the END of each study session, and have instructor initial. LEAVE THIS CARD in the master file after checking in your books. Use one card per SUBJECT (but you may put several volumes of the same subject on one sheet).

OBJECTIVE: __________H.S. Diploma __________ G.E.D. Preparation

_____Technical _____College Level _____Self-Help ____________________ (other)

Subject being studied ____
Book being used ____ (title)

- -

STUDENT USE

Date	Time Spent to 1/4 hour today	Instructor's Initials	Last Frame Finished	Date of Test	Page of Test	No. of Test	No. Correct	No. Possible	Per Cent	Instructor's Signature

(Card stock used)

(This format was continued on the reverse side)

Date Completed__________ Subject__________ Credit Slip Issued__________

Grade__________ Units__________ ____________________ Instructor's Signature

7. The study carrels were a great improvement and considered almost essential. Another forty carrels, better than those purchased, were made later in our carpentry shop at a cost of thirteen dollars each as compared to forty dollars each for those procured commercially.

16. This was later limited to apply to high school credit courses only.

19. This credit course list was later revised to be in accord with the Los Angeles approved programed course list. The revised offerings included 42 courses with 21 in Math, four in English, five in Social Studies, seven in Science plus one each in Spanish, Economics, Astronomy, and Navigation.

Records Policies and Procedures.

1. A signature space for the registrar's or counselor's signature was added later.

4. Many of the self-help courses did not have examinations to administer as a means of evaluating course completions. This did not present a serious problem, however, and the instructor was able to make valid judgments based on answer sheets submitted as evidence of completion. Tests were prepared by the instructors for some of these courses.

Student Procedures. A brief description of the activities a student went through in use of the center will summarize and clarify center operations. When a student became aware of a need for educational help, he contacted a staff instructor in the education department. His program plan listing educational treatment goals was studied and a program of appropriate courses to achieve these goals was listed on the Counselor's Work Sheet. He was then registered in the first course or courses listed. Once registered, the student would report to the center whenever it was open and he felt like studying, providing he maintained some reasonable persistence. He first reported to the library clerk and requested the course for which he was registered, after writing his name on a chit which replaced the program on the shelf. The clerk pulled his Progress Record from the file and gave him this and the program.

These were carried to the Programed Learning Study Center where he reported to the instructor for special instructions, if there were any. The student then worked on his programed course as long as desired, consulting the instructor for help or for administration of tests. When leaving, he completed the first three columns of the Progress Record, obtained the instructor's initials, and turned in his course program and record to the library clerk where it was retained until he returned to study again. The progress record was always available to counselors or other staff members who were concerned with his progress. The above procedure was found to be effective in terms of necessary controls and records and still appealing to the student.

Operating and Administering the Women's Division Center

The programed learning center at the Women's Division was operated somewhat differently due to the different conditions there. The presence of juveniles in the population resulted in greater allocation of teaching staff for ample daytime school and vocational training programs. Also, the absence of prison industries eliminated the competition for inmate time so those who needed education for treatment could be assigned to a full-time school program. This permitted greater emphasis on the high school diploma goal and a correspondingly lesser emphasis on the GED preparation program. Also significant, the women had individual rooms (where they could study) for housing whereas most men lived in open dormitories.

The women's center was mainly for earning credits for a high school diploma. Courses were limited accordingly. It was open only in the evening, nine hours per week, because students had other classes and vocational training to attend during the day. They also were permitted to check out the programs and work on them in their rooms, being required to report to the center only for submission of work sheets and testing. Only one instructor, a part-time, contract teacher, was required to operate the center. In other respects, the operation was similar to that at the men's division.

Assessing Center Effectiveness

Effectiveness of the center was to be determined mainly in terms of achieving related Programming, Planning, and Budgeting objectives for fiscal year 1969 which had been determined several months before the center opened. Some evaluation was also to be made in terms of course enrollment and completions and staffing requirements.

One of the men's division specific PPB objectives was to "provide evening high school classes for qualified inmates desiring to earn a high school diploma or raise their educational level during off-duty hours, 200 course completions and twelve diplomas per year." Evaluation after six months of programed center operation and half way through the fiscal year revealed 71 course completions. Achievement of the 200 completions by the end of the fiscal year was predicted, even though 71 was not half of 200, because many courses usually require two or three months to complete. The prediction of 200 course completions was later discovered to have been achieved during the fiscal year. Only six of the twelve diplomas were achieved at the men's division. This was about the same as the previous years. No reason for this could be determined other than the lack of value placed on a diploma by the men. They appeared more interested in completing the courses for their own value and for GED preparation as an easier alternative. Twenty-one men were lacking only one or two courses five months before graduation time but still failed to complete requirements.

Another PPB objective was to "provide a GED test preparation program for all inmates at the 8.0 grade level and higher who were desirous of obtaining a GED high school equivalency certificate, 180 completions per year." At the end of six months 102 men had taken and passed the GED after taking courses in the center. This was over 100 per cent of the objective level.

Records of course completions at the men's divison revealed a 127 per cent increase in GED's and 344 per cent increase in high school course completions during that same first six-month period.

The above increases in output were accomplished with half the staffing required for the conventional semester basis classes. Contract teacher time to cover these programs was cut from 24 to twelve hours per week.

At the women's division, one of the PPB objectives was to "provide high school classes for qualified inmates desiring to earn a high school diploma or raise their educational level, 200 course completions and twelve diplomas per year." Progress after six months of center operation and half way through the fiscal year was 155 completions with an objective operational level of 155 per cent. Forty-four of these completions were through the programed learning center, which was at about the same rate as before.

The women had sixteen high school graduates in June 1969 which was 133 per cent above objective level. They appeared to value the diploma much more than did the men.

The above accomplishments were effected at the women's division with half the staff time required for the old high school program.

A definite improvement in student attitude toward school courses at both divisions was observed by staff members. The flexibility and provision for students being able to accept responsibility for their own efforts, at their own pace, were especially appealing. All the contract teaching staff directly responsible for center operations were, after one year, very enthusiastic about the center operations after having worked with both systems.

A compilation of men's division attendance and enrollment statistics from the last three months of the fiscal year 1969, which was also the tenth, eleventh, and twelfth months of center operation, was studied for evaluation purposes and is presented below.

ATTENDANCE

Date or Period	April, 1969	May, 1969	June, 1969
Daytime:	137	97	163
Evening:	298	221	190
Total:	439	318	353
Completions:	23	23	32
Additional Courses:	33	35	54
New Enrollments:	24	22	27
Withdrawals:	33	1	11

ATTENDANCE

Date or Period	April, 1969	May, 1969	June, 1969
College:	86	34	27
High School:	118	135	147
Jr. High School:	173	117	129
Technical:	37	18	35
Special:	15	20	12
Totals:	439	318	353

CURRENT ENROLLMENT

Number of students:	89	113	193
Number of courses:	148	193	227
Total Courses completed:	246	273	303
Total Withdrawals:	239	239	244

Analysis of the above information revealed information valuable for future planning as well as evaluation of how successfully the center was operating. Attendance, completions, additional courses, and new enrollments continued to hold at normal levels indicating there were no major problems in those areas. The decrease in attendance from 439 to 353 was considered normal also as the weather outside improves and more men participate in evening recreational activities. Student enrollment more than doubled over this same period. A point of major concern was the cumulative number of withdrawals (244) since opening the center a year earlier. This was about eighty per cent as great as the total number of course completions (303). It was decided that additional staffing would be required to substantially reduce this drop-out rate. An additional teacher on duty when the center was open could provide more personal attention and reduce the number who become discouraged and withdraw. Even though the drop-out rate was still high, however, it was a considerable improvement over the past when drop-outs were estimated at 200 per cent of the completions. Generally, the above statistics were an indication that the programed learning center was still operating successfully after one year and it was a big improvement over the previous school operation.

Conclusion

The programed learning center established at Terminal Island was very successful in solving most of the administrative problems encountered in operating a conventional school program in the usual correctional institution setting, and at the same time effectively provided learning experiences that enabled students to accomplish their educational treatment goals. This does not mean it is the ultimate answer nor that the concept and the particular operation couldn't be improved upon. This, of course, is what the staff is now working on, the main facets of which are presented here as recommendations to anyone implementing such a center.

Additional staffing is recommended as a means of cutting the dropout rate. The second instructor in the center should be a full-time institutional employee so more counseling could take place with those who become discouraged easily and tend to drop out. There should be a teacher present for about each fifteen students working in the center at any given time.

Group classes in the social studies areas and literacy are needed to supplement the programed learning center. Included here are classes such as Human Relations, Dale Carnegie, Black Studies, and Mexican American Studies, such as Terminal Island has, where social attitudes can best be changed through student-student and student-teacher interaction.

The center should be multi-media and should not rely solely on programed books. Terminal Island is now in the process of adding the audio medium by procuring and making audio tapes to go with many of the existing programs, and casset type play-backs are being installed in carrels so students will hear as well as read many programs. Two electronic teaching machines using programed materials are also being used and several more are on order. These present stimuli both visually and aurally and the student responds by mechanical means. These are expected to reduce the drop-outs as well as improve the learning process.

Programs need to be selected carefully, especially by making certain each one leads to a tangible and relatively immediate goal. Many of the self-help courses purchased were used very little by the inmates because they did not meet this criterion. The courses in Business which men used extensively were one exception, even though no apparent tangible reward or goal was offered. A utilization study revealed that a majority of courses were used little and a minority were used a great deal.

One last but important recommendation is to use programed learning materials for individualized instruction in classrooms rather than in this center type operation if staffing, funding, students, and classroom facilities are available. The classroom situation, where there is a subject matter specialist and personal counselor (teacher) working with a limited number of students, would undoubtedly be the more effective operation and be more appropriate for youth institutions where education is the primary treatment tool. This particular center was born of necessity due to the typical adult institution where education is really not a primary treatment tool, but is something the majority must partake of during their off-duty hours when the day's work is done.

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THE SIGNIFICANCE OF THE HELPING RELATIONSHIP IN THE PRISON SETTING

Archie V. Connett
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The Predicament of the Incarcerated Offender

We have made some changes in our correctional institutions - added professional and social services, spent great amounts of money and energy for the stated purpose of rehabilitating the offender. But what does it all add up to? What is it like to the man in prison? What happens to him?

Incarceration in the prison setting places a person in a terrifying predicament. He is left running naked down the street, stripped as he is of supportive relationships, personal property, licenses, credentials, his rights as a citizen. Certainly, he is stripped of those props without which most of us ordinarily feel we cannot travel; and he brings with him to the correctional setting whatever emotional conflicts, whatever personal problems, he has. Also, he brings a knife-edge awareness that he has become an object of fear and scorn and hatred in some quarters of the community from which he has come; that he has, at least temporarily, been excommunicated from it, swept under the rug some distance away. Consequently, he feels alienation, a deep sense of loss and failure, of despair, and not a little terror.

He is given a number, a set of blues, and processed as a unit, an object, a thing, into the life of the institution where impending always is the threat of harassment, violence, and rape.

He is - as Gresham M. Sykes points out in The Society of Captives (Sykes, 1958) - deprived of liberty, of goods and services, of heterosexual relationships, of autonomy, of security. He is subjected to a vast body of rules and commands designed to control his behavior in minute detail. His opportunity to be self-determining is severely, sharply curtailed. He is deprived of privacy.

Dr. Robert M. Lindner[1] tells us:

> Despite all pretty speechmaking, imprisonment is and always will be punishment, at least for the people who have to undergo the experience. We can talk about deterrence, re-education and rehabilitation, but retribution is what is really accomplished. Moreover, we would all like to think that the time the individual spends in confinement is used to meditate upon his crime, to regret what he has done, and to formulate new and basic resolutions about the future. This would be very nice for all of us, but is simply not so.

Dr. Lindner goes on to say that almost everything that happens to the person in prison is unreal, that he lives in a dream with no feeling of the passage of time, that the mist of unreality dissolves only when the prisoner has a parole hearing or visit, that this dreamlike state is one reason why the effect of imprisonment is so slight and there are so many repeaters, and that the gardens, schools, and other aspects of the modern institution's program are but boredom relievers and have little effect on the prisoner.

He points out that imprisonment encourages people to function on lower physical and psychological levels, that we deprive him of all those qualities associated with adulthood and then relase him to a demanding world and require that he act like a mature adult.

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[1] The above quotation is taken from two pages of mimeographed material given me while I was incarcerated in San Quentin. Dr. Lindner's name is the only source of identification on these pages. A diligent search has failed to uncover the appropriate citation.

He says that many prisoners have to make up for the emptiness of the days and the loneliness of the nights by phantasizing an improbable future and a distorted past, and that when the dream state disintegrates, the prisoner blows his top, becomes physically or mentally ill, or strikes out at his environment.

He says that being in prison means being blocked in every aim, cut off from every normal desire, being helpless in the absolute sense of the word.

He concludes by saying that the prisoner must choose between a dream which will keep him sane and a reality which will drive him mad.

Perhaps the greatest danger the man in prison comes up against is the feeling that he can do nothing about his predicament - a feeling of helplessness, of emptiness, that threatens to overwhelm him.

Dr. Rollo May, in Man's Search for Himself (May, 1953), says:

> ...The human being cannot live in a condition of emptiness very long: If he is not growing toward something, he does not merely stagnate; the pent-up potentialities turn into morbidity and despair, and eventually into destructive activities...
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> ...The experience of emptiness...is the long-term, accumulated result of a person's...conviction...that he cannot act as an entity in directing his own life, or change other people's attitude toward him, or effectively influence the world around him...Thus he gets into the deep sense of despair and futility...

In my first two years at San Quentin, I just put one foot in front of the other. The betting on the Big Yard was that I would commit suicide in the first year. Nights - after a hard workout in the gym on the top floor of an old building down in the alley - when I came out on the fire escape and looked five floors down to the pavement, it would have been very easy to have stepped off.

In his article, "The Bored and the Violent," Arthur Miller (Miller, 1962) says:

> Standing around with nothing coming up is as close to dying as you can get...the subsidence of inner impulse...threatens true death unless it is overthrown.

We have long looked upon the offender - many of us still do - as a subhuman, depraved being for whom there is little hope. We quite often imprison a person already in bondage to his emotional conflicts, who, in his illness, is unconsciously seeking punishment. We lock him behind walls and bars with hundreds of other fearful, frustrated, hostile, despairing, sick souls. We subject him to restrictive, disquieting, humiliating experiences bound to arise out of a prison environment. We banish him to the treadmill of prison existence for fantastically long periods of time, often to the charge of people who do not understand what is going on in him, who fear and hate him, who, in line of duty, work out sadistic feelings on him - safe from reprisal and reprimand, even from twinges of conscience.

In his "Dilemma of Punishment," Judge David L. Bazelon[2] says:

> What I am suggesting is that the criminal serves as a scapegoat. And this as much as anything is impeding obvious and

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[2] The above quotation is taken from mimeographed material given me while I was incarcerated at The California Medical Facility at Vacaville, California. The title and author's name only were given. A diligent search has failed to uncover the appropriate citation.

> sorely needed reform in the treatment of offenders... The essential fact in this form of prejudiced perception is that the member of the dominant group refuses ordinary one-to-one identification with the representatives of the minority group...sometimes for the lack of opportunity, sometimes because of a deeper unwillingness. First we bestow upon him our repressed desires...then we place him outside the pale, thus neatly disposing of him and our forbidden impulses.

For years the behavioral scientists, writers, and eminent men like Judge Bazelon have told us again and again that punishment and revenge, isolating offenders for fantastically long periods, and refusing to identify with and accept them as human beings have created fear and hostility in them and led to reprisal. As Auden points out in his poem "September 1939": "Those to whom evil is done do evil in return..." (Auden, 1951).

The imprisoned offender, feeling alienated, shut out, isolated, terribly threatened not only by external circumstances but also by his own emotional conflicts, often feels powerless to do anything about his situation. He feels intense shame and humiliation. What can be more shameful and humiliating than to be threatened by degrading circumstances and conflict you feel powerless to do anything about? Consequently, he feels intense frustration and rage - enough possibly to destroy others or himself, or both - and he feels guilt. Sooner or later he strikes back and when he does he sets up a situation that often leads to punishment he is unconsciously seeking.

Need for an Imaginative Approach to the Problems of the Offender

If we are to help the offender, we are going to have to understand and deal directly with the factors that contribute to his predicament.

To accomplish this, we are going to have to let go of assumptions and approaches that have led to failure - we are going to have to open our imagination to new possibilities and apply our energy to setting in motion new methods.

Let us begin openly and honestly by admitting and facing the fact that, traditionally, in most instances, the primary purpose of the correctional institution is the same as that of a good many other organizations in our society - that is, to maintain and extend itself.

Let us begin by recognizing that each institution tends to be boxed in by its own policy and procedure, by the thinking of its officials, and by its primary purpose; that, consequently, great change in an institution is seldom effected from within; new, highly imaginative ventures seldom taken.

Let us begin by seeing that there is little indication, today, that in the foreseeable future sorely needed large-scale change will be effected in the correctional structure and process, even though the President's Commission on Law Enforcement and Administration of Justice (President's Commission, 1967) has recommended sweeping and specifically detailed change, even though Louis Harris and Associates (Louis Harris and Associates, 1968) after polling corrections personnel across the land in their survey in 1968 for the Joint Commission on Correctional Manpower and Training concluded that corrections has "a magnificent opportunity in having personnel, by and large, who are looking for change, who are willing to accept change, who want progress."

Let us begin with where we are now in corrections: In our correctional arrangements, particularly in our prisons, the primary concern is security and custodial care, not rehabilitation. Incarceration itself is usually punitive and a barrier to rehabilitation. Deprivation, overcrowding, idleness, and a pervasive climate of criminality not only militate against rehabilitation but also tend to reinforce the criminal orientation and to contribute to recidivism.

Our approach to the offender is primarily institution-centered, not person-centered. Even in the most benign and well-intentioned institution-centered approach, the client is seen not as a person but as an offender, a unit, a number.

Each institution has its hierarchy of authority, chain of command, channels of operation, rules and regulations, its own purposes, to which the incarcerated person is subordinate. Always, he is cast in the subordinate position of a superordinate-subordinate arrangement, a position which evokes resentment and confusion in him and which makes it very difficult for him to receive the help he needs. It is interesting and not a little ironical that although almost every offender has an authority problem he is sentenced to precisely the kind of situation that will intensify and exacerbate it.

Each institution is impersonal and isolating. The larger it is, the more impersonal, the more isolating, the more complex its structure, the more intricate its procedures and relationships, the more barriers to personal encounter and meeting.

Assuming, then, that there is little likelihood that sorely needed major change will be effected in the foreseeable future in the current correctional structure and process, what can we do to free the prisoner from his predicament? If we cannot change his physical environment and the basic arrangements through which he is processed, how can we help him? What kind of help does he need?

The Helping Relationship: Its Nature and Promise

While I was undergoing long-term therapy - I spent five years in group therapy at the California Medical Facility at Vacaville - I noticed again and again that men who after having programmed all the way (after having obtained a high school diploma, learned a trade, attended church regularly, and participated many months in Gavel Club, Alcoholics Anonymous, and therapy) and after having been released on parole ostensibly to supportive situations had, after a few months, been returned to prison. As I listened to these men in group sessions, again and again I picked up the distorted image they had of themselves and the world about them, and that they felt dependent, inadequate, unworthy, confused, fearful, frustrated, and hostile. I began to think of experiences which might change these feelings to their opposites.

In those days - particularly after I had received psychiatric clearance and was working as lead man in the psychological testing section of clinical services - people often came to me for help. Out of these person-to-person encounters, I began to learn something about the helping relationship and its significance in that setting.

Actually, an understanding of the nature of the helping relationship and its significance was brought home to me in three ways: first, as a recipient of the helping relationship in therapy; secondly, as a person trying to help others; and, thirdly, as a student of the writings of Eric Fromm, Carl Rogers, and Martin Buber.

Relationship is truly helpful where the helping person comes not from the superordinate position (from which the teacher, the counselor, the correctional officer, and others in the correctional setting so often come) but from the position of person-to-person, and the helpee is treated alwlays as a person of value; his judgment, his contribution, respected; where two people together consider alternative solutions to his problems, he himself decides what to do, and feelings of mutual interest, concern, and trust are generated.

In my fifteen years in prison, I myself really experienced this kind of relationship with only three staff members - a clinical psychologist, a chaplain, and a correctional officer. In the relationship with the correctional officer, internalized stereotypes - the offender (the murderer) and the correctional officer (the man, the bull, the fuzz) went by the board, and there was opportunity for growth and satisfaction for each of us that I am certain neither had suspected.

In this kind of experience, there is opportunity for the offender to move toward feelings of independence, adequacy, worthiness, confidence, and trust - toward a better self-image and a less distorted view of his world. Also there is opportunity for him to discover authority based on personal and social competence that he can trust, respect, and appreciate because it is not presented to him for a superordinate postion. He need not feel diminished or fearful or hostile in the face of this kind of authority.

The Significance of the Helping Relationship in Prison

In the helping relationship, I believe, lies the opportunity for rescue of the offender from his predicament.

Human warmth, understanding, and acceptance enable a man - and the offender is no exception - to feel he is a person of value, that others care about him, that they respect and trust and have confidence in him.

We exist, live, not alone, but in relationship to others. We "live and move and have our being" in relationship.

Martin Buber (1966) says: "We are created along with one another and directed to a life with one another..."

He tells us that much of what is ordinarily called real life is only fictitious, not real life, not true life. He says that if a person has relationship only to himself, and others are just objects for controlling, using, even for serving, then his life is not full.

Buber was acutely distressed by the increasing depersonalization of modern society - by the substitution of impersonal for personal relationships; by men and women treating one another as objects to be exploited rather than as human beings to be known and loved.

In real relationship, beneath nets and barriers in the emotional depths of ourselves, there is encounter and meeting.

In meeting where there is a true feeling of relatedness to one another we are released from exile of self - from isolation and loneliness because we are no longer separated; from emptiness because we are filled with regard and concern for another; from powerlessness because our energy is freed for constructive purpose; from alienation, fear, and anger because we need no longer endure the humiliation of feeling helpless in the face of these feelings; from inadequacy because we have become humanly adequate; from unworthiness because in becoming adequate we have become worthy; from guilt and despair because coming to feel adequate and worthy we have gotten right with ourselves and others.

An Approach to the Private County of the Offender

Several years ago, I experienced a very illuminating encounter and meeting with another offender in his private country. This did not take place when we were introduced by a mutual friend; it did not happen until we had become good friends months later.

At first, he was pretty remote, his conversation impersonal. He spoke very slowly, so slowly at times that a stall in speech appeared imminent. Now and then, there was a troubled look about him. But he did not talk about what was bothering him. Instead, he talked about where he had been, what he had done, what went on at the office where he worked as a clerk.

Each evening, as we walked around the yard, I listened to what he had to say. I asked almost no questions, talked little about myself, left no room for him to doubt that he was the center of my attention and concern.

He told me that when he was two his father had deserted the family and he had been raised, for the most part, in orphanages and institutions. He sketched a pattern of minor bad boy escapades, of fights with other boys, of rebellion against authority that forced him to do things he did not want to do, that said on thing and did another.

Again and again, I noticed that he placed what he had to say in a moral frame of references: He had been wrong. He knew that. He had, though, tried to do the right thing. What did I think was right?

One evening, I told him that I wanted in no way to make any moral judgment on anything he had done, that I felt moral considerations should not be the focus of our attention, but that it should be on finding out what had happened to him, what feelings had moved him into his present predicament, what he was telling himself that might be perpetuating it, and what he might do to free himself from it. I told him when we could see what was going on in him we would have a much better chance of coping with it.

That evening, he opened the gate to his private country. What he had inside him came pouring out: an account of sexual experiences he had had with other boys; the seductive overtures of a beautiful young matron in an orphanage and their disturbing effect upon him; his sexual experiences with Japanese girls, including one in which he permitted a prostitute to tie him to a bed and after which she did to him sexually everything she could apparently conceive and she did it again and again until he was reduced to a state of abject terror; he told me of his emotional breakdown and return to a military hospital in the United States; his affair with a girl and her rejection of him; his release from the hospital and military service; his subsequent turmoil, confusion, and drinking; and finally his offense that brought him to prison.

After a long period of heavy drinking, he had entered a rooming house and found his way into the room of an elderly blind woman and raped her.

For two years, he had told no one about his offense. Neither had he written his mother or anyone else in his family. So great was his shame he had not even been able, in his therapy group, to mention what he had done.

It was difficult for him to tell me about it; but he did and when he did he discovered that what he had to say was received without horror, aversion, or animosity - that he was, instead, understood and fully accepted (months later, he told me the thing that had helped him most was the feeling of complete acceptance I had given him).

Knowing he was fully accepted by me, it was easier to accept himself - to recognize, understand, and accept those feelings that had been so unacceptable to him.

Acceptance of himself came more easily, too, when he recognized that over and over he had been telling himself: "I have committed a horrible, unforgivable offense; therefore, I shall never be acceptable to other people who know about it." To be unacceptable to, to be banished from, others with no possibility of redeeming himself was a terrifying thought, and real, as long as he entertained it. But my acceptance gave the lie to what he had been telling himself - he was acceptable. And when he saw the error of his assumption and conclusion, he saw, too, that to go on making them was to go on banishing himself from others and unnecessarily burdening himself with fear and guilt.

He was also able to recognize, explore, and understand his authority and existential conflicts. These were, however, by no means resolved. Indeed, even at the time of his release, he still did not trust authority, was rebellious toward it, if only verbally; and he still had not chosen and embarked upon a life task he really felt would give his life meaning and significance.

He had, though, come to see and understand and accept what was going on in him and to realize that no matter what had happened to him, no matter what he had done, he still had the capacity to go on living, loving and creating and that it was up to him to do so.

With encouragement, he returned to high school and graduated valedictorian of his class. He also took the hurdle of getting in touch with his mother and sisters who soon afterwards made long trips to see him.

His release plan included living with one of his married sisters and working on a job she and her husband had obtained for him. He planned also to go to college; and he was eligible for GI Bill benefits.

The private country of the offender is largely untracked and unknown. In the jungle depths of himself powerful, forbidden feelings thrust against barriers built to contain them. These barriers wall off the offender not only from other persons but also from the truly profound part of himself, his own private country. His private country is strange and terrifying. It is an unmapped territory in which he is prisoner; and it will until he maps and masters it.

But he cannot do this alone. He cannot do this alone because there are emotional forces in him that are as terrifying to him as they were when first he failed to face and deal with them - when first he made mistaken assumptions and drew erroneous conclusions from them - and because he perpetuates and intensifies those feelings by repeating the untrue assumptions and conclusions over and over.

He needs someone who will go with him into the untracked and unknown, into his private country where he can experience true encounter and meeting: real relationship in which he feels another person really cares about him, that is to say, wants the best for him, appreciates what he brings to the relationship, and treats him always as a person of value.

Caring for him is, I feel certain, the key to undoing the damaging effect of past experiences and to doing what needs to be done. It is the key to freeing from his fear and hostility, his view of his world as a jungle crawling with the enemy, his driving need to defend against and to attack the enemy, and his eternal need to attempt to bolster his shaky self-esteem. Caring for him is the key to releasing him from his I-centered universe and to making it possible for him to feel for and with other people, and to travel out of his creative potential for good purpose.

But until this happens, caring for him involves no small risk (he can and will hurt you). Until he feels safe and accepted (and you will have to prove yourself to him, too - perhaps many times over), the fear and hostility he feels will impel him again and again to try to hurt you, not physically, unless you induce intolerable anger in him, but to wound your feelings.

A hint of rejection, domination, duplicity, or neglect on your part - sometimes not even that - is enough to cast you in the image of a hated, threatening person in his early life (for example, his mother or father) and to bring down his wrath upon you. He may then try to do to you what he feels was done to him when he was a child.

If you are to help him, there are - I have found, over the years - several things to be kept in mind in approaching him.

Put simply, from the beginning you must create a climate of safety for him by being the good friend who consistently cares about him.

In initial encounter, the point of departure and the direction of the conversation should be determined essentially by him. You need only listen attentively and communicate your interest, appreciation, and concern. You need not attempt to enter his wounded areas.. Indeed you should not enter them until he himself indicates his willingness to enter them. When he feels sure of you and when his feelings move him to, he will tell you what bothers him.

It makes no difference whether the dialogue takes you forward or backward: The chronology of events in his life and his response or reaction to them will become clear to you - and eventually to him.

Your task is to understand and accept how he feels and what he says because this will help him understand and accept those thoughts and feelings that frighten and confuse him. You must, here and there, make clear - with a look, a phrase, a gesture - that the esteem in which you hold him is in no way diminished by what he says or how he says it. You must respond to him as a person of value instead of reacting to his hostility. This does not mean you should never feel or express irritation - you would not be real if you didn't, and he would not trust you if you were not real. But you can - without ridicule or contempt or condemnation - be vigorously and effectively convincing in exposing mistaken assumptions and erroneous conclusions. And with the psychopathic person - once you have established real rapport with him - you may even engage him in knockdown, drag-out, verbal battle to expose emotional dishonesty and phoney role-playing as long as you give no hint of rejection, domination, duplicity, or neglect - as long as you stay with the issue and do not attack him personally. You must never play games with him. Nothing gives him the impression more quickly that you do not care about him. You must - you have to be able to - answer his questions directly and honestly, but not let him take you off the track with them. For the most part, though, your task is receiving and accepting him as a person, so that he is able to feel secure enough to strip away his masks, talk about what bothers him, explain it for himself, and accept and deal with it. Here and there, you may be helpful with a clarifying statement of what he is struggling to say or with a statement that tells him you are with him.

As he strips away this defense and that one, he feels more and more vulnerable. Terror mounts in him, but as he catches glimpses of his conflict again and again, with you clearly feeling for and with him, he begins to see it for what it is, to understand and face it. The old terror begins to diminish in intensity; and as it does, his hostility diminishes, too. Hostility is a defense against fear. When there is no need for fear there is no need for hostility. When there is no need for either, there is no need for aggression.

Along with helping him uncover and face whatever is troubling him - his inferiority conflict, incestuous conflict, homosexual conflict, authority conflict, existential (search-for meaning) conflict - you must help him find a way out of his predicament, kindle his desire to take it, and instill confidence in him that he can.

To accomplish this, you, yourself, must see the truth about him and his predicament: that he is a person of value because he is endowed with creative potential for good purpose; that no matter what has happened to him, no matter what he has done, he still has the capacity to go on living, loving, creating.

You must separate what he did from what he is. What he did was murder, rob, rape, burglarize; but what he is is a person with feelings and aspirations and energy that can be turned to good purpose.

You yourself must forgive him for what he did. This does not mean condone it: This means releasing the image of him as murderer, robber, rapist, burglar; this means no longer holding against him what he did.

You must forgive him because only in forgiving him can you truly accept him, identify with him, care about what happens to him, make possible relationship in which he can forgive himself, accept himself, identify with you, care about what happens to you, discover his own identity, feel his own value, and move toward personal and social competence.

You must help him see that he need not view his present setting as a symbol, a constant reminder, of failure and punishment and bondage, that he need not dwell upon his isolation from friends and loved ones, that he need not be overwhelmed by feelings of rejection, guilt, doubt, and despair.

You must hold before him his opportunity to understand and face the true nature of his bondage - those feelings, beliefs and actions that brought him to prison; to know himself; to discover those truths that will set him free and bring him into agreement with himself, with others, with meaningful work, and with his surroundings.

You must communicate to him that he is not simply the sum of his drives, the product of his heredity and past environment, but that he has also the capacity to make needed changes, to evolve through choice and action, to design, out of his own uniqueness, the life style, the personality, that is right for him.

You must help him see that real freedom means assuming full responsibility for the course and quality of his existence; that again and again each day he will be confronted with the need to make a choice, to take action, and that the choice he makes and the action he takes will determine what he is, the quality of his existence.

You must help him see that he will transcend his bondage, give meaning and value to his existence, become truly himself, as he chooses and fulfills constructive creative tasks, as he chooses and experiences good relationships with others; as he chooses to be strong and courageous in all that life has to offer.

You must, of course, encourage him to make full use of the educational, vocational, recreational, therapeutical, and spiritual opportunities available to him; but you will, I believe, do well to let him begin where he is, go with what he has in the direction he feels moved to go. You will help him most by doing what you can to provide him with those experiences he needs to achieve objectives that will take him toward the goal he has set for himself. He will need encouragement and approbation, warmth and understanding, not reasons why he will fail or is failing. Let him find these out for himself. He must not be deprived of opportunity to fail. How else is he to develop strength to brave failure, to evaluate situations correctly, to feel confident in making decisions, to assume responsibility for his actions? How else is he to learn to avoid and handle failure, to be successful in what he does?

You will, I believe, find that this is the approach that promises the offender his best opportunity to discover out of himself and his own experience an activity, a work, that will lend meaning and significance to his life, an activity that he can become caught up in that will lead to growth and do much to take him beyond the sickness and sorrows of self to a more tranquil state of spirit.

The Challenge of the Offender's Predicament

Penologists, psychiatrists, psychologists, sociologists, educators, and others both in and outside of the correctional setting are attempting to make it possible for the offender to engage in much needed liberating, healing, creative, productive experiences. Tremendous amounts of time and effort and money are being spent on institutional arrangements to provide these experiences; but the truth is that our professional and semi-professional resources cannot begin to provide them, that other resources must be discovered, schooled to the task of providing them, and used for this purpose.

Not always will the helping relationship need to be in-depth, sophisticated, to be effective. Not everyone will be able to enter it from this standpoint. What is important is that the people around the prisoner create the climate of the helping relationship by entering it on the level of their competence in order that he may have full opportunity to benefit from experiences that will bring about needed change in his feelings, attitudes, and modes of relationship.

Each person who has contact with the offender is, of course, a potential resource for this purpose: each person, including other offenders, who has achieved comparative stability and who is average or above in intelligence.

But each person standing at the frontier of the private country of the offender is confronted with this challenge: Do I really care about the offender? Do I really want to help him? Enough to open my imagination to new possibilities of helping him? Enough to face my own frightening deep-level conflicts, to give up the offender as a scapegoat for them? Enough to commit myself to the task of helping him, to endure the pain and suffering of self-search necessary to understand myself and others?

Do I want to enough to act on that understanding - to identify with, to accept, to relate to, the offender on a truly human basis?

The Advantages of the Helping Relationship

There are four eminently practical reasons for employing the helping relationship in the prison setting:

First, the helping relationship is a means of creating a climate in which it will be possible for the prisoner to acquire a truly basic education - needed knowledge and skills, emotional growth, self-esteem, and an enhanced self-image - that will enable him eventually to function with personal and social competence in the outer community. The helping relationship is a means of moving the helpee toward feelings of independence, adequacy, worthiness, trust, and confidence.

Second, the helping relationship is a means of insuring high inmate morale, of preventing interpersonal strife and riots. It is a relationship that tends not only to reduce fear, hostility and mistrust - feelings that predispose the prisoner to interpersonal strife and riots but also to generate understanding, acceptance, and trust, which make for high morale.

Third, the helping relationship is also a means of developing high staff morale because it affords opportunity for staff members to understand, receive, and trust one another; for each person to make his own decisions; to help others, and to build self-esteem.

Fourth, the helping relationship is a means of doing the job of rehabilitation well enough that encroachment from outside need not be considered necessary. Dr. Wayman J. Crow, Director, Western Behavioral Sciences Institute, in his talk, "A Behavioral Scientist Looks at Corrections," given at the Southern Regional Conference of the California Probation, Parole, and Correctional Association on March 19, 1969, pointed out that unless Corrections makes much-needed change soon, the Federal government might by-pass Corrections as it did Welfare when it created the War on Poverty Program and set up its own program.

Where Now?

We have now considered the "The Predicament of the Incarcerated Offender"; "The Helping Relationship: Its Nature and Promise"; "The Significance of the Helping Relationship in the Prison Setting"; "An Approach to the Private Country of the Offender"; "The Challenge of the Offender's Predicament"; and "The Advantages of the Helping Relationship."

I have come to you not with a program to present to you but only with a concept - the helping relationship. Where now?

Operationalizing the Helping Relationship

The helping relationship never has been, is not now, and perhaps many of you feel it never will be an operational concept in the prison setting. Each of us can adduce any number of solid reasons why it never will be. I have already listed on the blackboard at least a representative group of such reasons. Instead of spending time, adding to this list, may I suggest that we learn from what Henry Ford had to say when a friend asked what he attributed his success to?

Henry said: "To being a damn fool."

His friend then asked what Henry meant by that.

Henry replied: "Everytime I ever wanted to do something, there were always fifty people, each one smarter then me with fifty reasons why I shouldn't do it or wouldn't be able to. But I was always such a damn fool I never listened; I just kept trying to find ways of doing what I wanted to do."

Let us move beyond reasons why the helping relationship will never be an operational concept in the prison setting and together in the two hours still available to us, seek ways of operationalizing it - first between staff members, then between staff members and the incarcerated people.

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USING INMATES AS TEACHERS AND TUTORS

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The use of inmates (prison) as teachers and tutors has been a subject of consideration and debate for many years. Seemingly, if an institution found it feasible to use the inmate in this capacity, and the results were beneficial, then the practice was generally considered successful. Consequently, by experience, if the opposite were true, then the inmate functioning in this capacity was considered a negative aspect. It was considered generally unworkable.

In reality, before we can be objective, it is necessary to look at the question of inmate teachers from a variety of perspectives.

As a primary step in this analysis it is necessary to draw a mark of deliniation between the definition of the word "teacher" as opposed to "tutor." Primarily, and for our immediate purpose, the term "teacher" insinuates one of superior knowledge, imbued with the vested talen to reach rapport and relay information to others of lesser demeanor. Inculcated with this superior knowledge also goes an element of determining authority which has a reflection on the existence of the student. How much authority is determined by a hierarchy of "superior" authority within the institution. As the "teacher" is a living organism, this determing authority is quite mercurial, and is often difficult to keep within a measured boundary of control. Herein lies a complexity that is qualified by antiquity and reflected throughout the history of mankind.

To encapsulate the effects of the "learned one" in history a referal might be made to Eric Hoffer's book, The Ordeal of Change. The specific chapter referred to is entitled "The Intellectual and the Masses."

In retrospect the effects of the Master Teacher on humanity caused a universal confrontation that has dealt trial and tribulation to authoritarian forces since that time. This, of course, is carrying the effectual forces of a teacher to an ultimate degree.

Why not use the talents of incarcerated people where there is a shortage of "outside" teaching personnel? Often the imprisoned population abound with a great deal of qualified talent. It would seem more than feasible that qualified inmates be used in appropriate capacities. Of course, proper supervision would be a necessity. Superimposing full authority as a teacher plus limiting extra authority should enhance the lost pride of the inmate. On the other hand limiting his authority tends to protect him from any pressure that might be foisted by a maneuvering student with ambitious designs.

It is an acknowledged and recorded fact that inmate instructors have been used in our correctional institutions for years. These records seemingly attest to programs of incontestable success. Many vocational type programs would not be in existence at all if it were not for the inmate teachers. It should, however, be remembered that each institution, like its human counterparts, is a unique entity in itself. That which would be a success in one would not necessarily be so in another. Each situation must be analyzed on its own merits.

The Inmate As A Tutor

Whether it is encouraged or not every correctional institution, with educational facilities, has "unofficial" inmate tutors. It is a very natural reaction for the peer intellectual group to ascend to this capacity. The effect of this group can either be positive or negative.

Various governmental agencies have utilized the natural leadership qualities of the peer group in poverty, and various subsidized, self-help programs. In an analysis of this, it was found that the recipients of the subsidization tended to react to one of their own more quickly than to an employee-specialist.

The tutor, by nature of the name, is cast in a "lower" official status than that of a delegated teacher. These people tend to operate unofficially or "sub rosa," whether we encourage their help or not. We should finally recognize them for what they are and give credence to their influence.

Any profile examination of a correctional institution facility will display the tutorial effects of the advanced students helping the less advanced ones. This type of help is often welcomed by an otherwise overworked teacher.

The recipients of this aid often will escalate on the advancement scale amazingly fast. This is especially true wherever the work or exercise is carried "home" to a cell or ward and after-hours work is effected. This, of course, formulates an ideal situation for a harassed teacher, who conscientiously wants his inmate students to advance as fast as possible. In the public school parental tutoring is encouraged. Rampant reflections of this system is descernible throughout all facets of educational processes.

In summation, further usage of inmate teacher assistance in the educational facility would seem highly desirable whenever it could be used with a maximum of positive results, and a minimum of negative residual consequences. It would seem rather unreasonable to preclude that the inmate teacher usage would be very feasible in a highly transient situation. The same thought could be applied to a youth institution where there would be a lack of educated and mature individuals of leadership quality. In the two previous cases the tutorial situation would probably work with effectiveness. Relegated to the stable correctional institution for adults, the delegated inmate teacher will continue to be a reasonable factor. However, it is doubtful that this could apply to all correctional situations. As in all analogous circumstances, possibly, some facet of this practice will create as innovative perspective, and profitable benefits will be a resultant factor.

The Inmate Teacher and New Perspectives in Education

The cognizance of the aforementioned new perspectives in correctional education made its advent only a decade ago. Since that time the conventional education format has undergone tremendous transformation. This new system is known by the ambiguous titles of machine learning. This could well include everything from a simple programed text to the most sophisticated teaching machine. Coupled with such new terms as prescription learning, modular presentation, and media teaching, the conventional teacher was faced with a re-orientation problem.

After the re-orientation problem is solved the teacher finds himself cast more in a position of a moderator, and source materials purveyor than a dispensor of information. Needless to say, the new methods, properly applied, have been a boon to a substantial degree, because his learning possibilities have been augmented. Concurrently, new possibilities for inmate teaching have developed. Under the conventional methods of presentation a stigmatic factor in inmate usage has been the high possibility of cheating. Now under the programed methods, the answers are available. Cheating, as such, has been virtually negated, or at least has become superfluous.

Of course, periodic evaluations are a necessity. Here, in order to make a proper progress evaluation, the possibilities of cheating should be eliminated as much as possible.

Under the new educational perspectives re-evaluation should be given to the further usage of the inmate as an assistant teacher or tutor. It is hopeful that the existent educational myopia of the past will continue to be corrected. If the future unmet needs of the inmate-student are to be met, radical changes need to continue to be met.

USE OF INMATES AS TUTORS

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Introduction

Today, in all modern countries the task of dealing with law breakers has been assigned to special agencies within the government. Once the home, school, church and community have failed in their functions, lawbreakers are shut off from society. At this point, government enters the picture, and designates a small group to work without the aid of public participation.

Since the services of private citizens have been denied in penal establishments over the years, there is another group whose participation is indespensible beyond a doubt. It is the offender himself. Present penal policy does not condone the distruction or disablement of the offender. It is the general belief that one cannot learn if he is under constant stress and strain or fear of being harmed in anyway. Therefore, his cooperation is needed in the rehabilitation process. Only through the utilization of unlimited inmate cooperation, can the results of the rehabilitation process be maximized. Otherwise, the rate of recidivism will be exceptionally high.

The Joint Commission on Correctional Manpower and Training is now in the process of finding ways of securing the necessary personnel to assist offenders in becoming productive law abiding citizens. It is the belief of the Commission that unless an offender is successful in making the transition to the role of a productive citizen, he will only return to prison at the expense of the tax payers. In the past, the contributions of former criminals to the welfare of the community have been warmly received by its members after he showed respect for himself and others. If an offender is to return to society as a productive citizen, the rehabilitation process should provide opportunities for him and his usefulness to himself and others. It must also be proven that his usefulness to himself and others will be appreciated as it is for other men. It is the purpose of this report to prove that the cooperation of the offender can and will work if given proper time and cosideration.

The Tutorial Program at the United States Penitentiary in Marion, Illinois was an outgrowth of the overall rehabilitation process for the inmates. This program was aimed particularly at the need of the inmate to prove his usefulness, and gain acceptance and appreciation for his usefulness and for his own attempt at self improvement.

The Commission believes that a learner himself can be the most effective teacher for another student. There are psycholgical principles to argue this fact. The purpose of this principle could be applied to positive attitudes of the laws of society, as well as the attitudes of social offenders. However, there are not enough professional workers to perform an adequate correctional program, and the offender, himself, can serve this purpose quite adequately if given the chance to prove himself worthy.

Background

History. The inmate Tutorial Program had its beginning at Marion, Illinois when two inmates, who had passed the General Education Development

Test, volunteered to help two slow learners. The staff Psychologist made special notice of this and took the initial step in setting up the present program.

At first, an attempt was made to get the tutors and students housed in the same dormitory. This ran into some difficulty. Custody questioned this on the basis of security and other reasons. This problem itself, was never resolved because of custody differences among inmates.

Adaptation. The tutors began to complain that they did not feel qualified to teach because of lack of training. They wanted training methods and techniques. At this point the Staff Psychologist discussed this complaint with the Supervisor of Education and the Associate Warden in charge of programs at the Institution. He was given permission to work on the problem, and see what could be done about it.

The Staff Psychologist conferred with the Dean of the College of Education at Southern Illinois University at Carbondale, Illinois about introducing a course in the college curriculum on Adult Education. He was then referred to the Dean of Extension. The Dean knew the principal of a high school in Carbondale, Illinois and the principal had had experience with Adult Education with the Job Corps. He became the first instructor in a class of Adult Education at the Institution.

At that time there was not a course in Adult Education in the Southern Illinois University Curriculum. There was, however, a remedial course offered which was designed to help college freshmen. It was through the good graces of the Dean of Extension that the courses in Elementary Education were placed in the curriculum. The first course, Introduction to Elementary Education, was offered in January, 1969. The intent of this course was to cover the theory related to the process of learning to read.

This was followed by a second course which became a practicum meeting only one night a week in conjunction with the class itself. The tutor and his student met one night only since no other arrangements were made for meetings beyond that. Interest and motivation showed by both groups began to make itself felt. The tutors and students began to request more time beyond one night a week.

Learning circumstances were minimumally inadequate. From two to five pairs of inmates were trying to work at the same time in the same room on the chalkboard. In spite of minimal adequate time, space, and materials, interest continued. Request for additional time was made. Some inmates who were housed together spent additional time working in their dormitories. Also more requests began to come in from inmates who wanted tutorial assistance.

At the end of the first sequence, a second sequence was offered to quickly permit the class to be offered a second time. Opportunity was offered for custodial officers to enroll and five officers did. There was some concern that the presence of officers in the class would be threatening to the inmates. This concern proved to be useless. The officers and inmates worked together with no problems at all.

Currently a second group of tutors is being prepared. Tutors, as a group themselves, prove to be among the most responsible in the Institution. They hold the best jobs among the inmates. Their loss is always felt when they have to leave their jobs to tutor other inmates.

There is one inmate assigned to the Education Department who works as a liaison between the Sponsor and Tutors and students. His duties are mostly clerical, such as keeping attendance reports, typing, assembling and filing materials, ordering films and other equipment and constantly looking for materials that would be useful in the program. In addition to this, he also tutors two students four days a week.

Nature

Organization. At present, the Tutorial Program is made up of eleven inmates serving as tutors and 15 inmates serving as students. Even though the background of these inmates involved are similar, they do vary in some respects, namely; education and retardation.

Tutors. The inmate tutors now involved in the program represent various geographical locations and races. They do however, possess a high school diploma or a high school equivalency certificate. They have all received some college credits before or after coming to the Institution. They are now receiving college credit in Elementary Education. These inmates tutor students four days per week at a loss of pay from their jobs that are assigned by the institution.

Students. At present there are 15 inmates being tutored. These inmates were drawn from varied backgrounds in terms of geographical locations and race. However, all of them were victims of similar deficiencies. Educationally, they were deficient because of lack of a desire. They were drop-outs, slow learners, retarded and guilty of excessive truancy. The highest grade attained was the eighth due primarily to social promotions.

Their homes were deficient, usually because of desertion by the father, alcoholism by the mother or a combination of both. In most cases little or no parental guidance was offered during their early life.

They were economically deficient because of lack of skills or education, having been forced to accept low paying jobs. This forced many families to accept welfare aid, poor housing and overcrowded conditions.

Socially they were guilty of many encounters with the law. They usually lived in slum neighborhoods where they suffered or became victims of cultural deprivation. Many of these inmates were also easily influenced by their associates. Overall, these are the deficiencies that must be taken into account by the program.

Operation. Accordingly, the program is designed to focus a maximum of attention upon the needs of the students. For instance, they are scheduled to meet for one hour a day, four days a week on a man-to-man basis. The Supervisor and Assistant Supervisor of Education felt that the tutorial program reached people not ordinarily reached by the Education Program. They worked very close to the program to make it a success. Participation of more than four hours a week has been a problem because of the work assignments of the inmates. Detail officers need them. The second class of tutors will begin their practicum in January, 1970. There are over 60 inmates in the institution to choose from who are functioning under 5.0 grade level.

Materials and Equipment

Basic Materials. Additional attention is focused upon the students through the careful selection of materials and equipment. A variety of materials are used. Some of the most commonly used materials are: Mott Basic Language Skill Program Series - Books 300 through 900; Turner Career Guidance Series - ; Turner-Livingston Communication Series; Programmed Reading Series Books 1-10; Behavioral Research Laboratories Reading and Mathematics; The Golden Book Illustrated Dictionary; Science Research Associates Materials on Reading and Penskill..In addition to this, elementary periodicals such as News for You is used to help improve interest in reading and reading ability.

Audio-Visual Aids. Audio-Visual aids, though not always adequate, play a very important part in the tutorial program. Audio-Visual aids are used in both teaching and testing in the program. They include the tape recorders, flash cards, chalk boards, film strips, phonographs, radio and television, movies, overhead projectors and opaque projectors.

Even though the aim of the program is to promote the usefulness and improvement of the inmate, its progress must be measured from time to time. Attitudes and behavior can be measured through observation. However, scholastic achievements are measured through different types of tests. The tests used in the program are: Durell Analysis of Reading Difficulty; The Stanford Test; The Peabody Picture Vocabulary Test; The Wide Range Achievement Test; The Gates-Mac-Ginitie Reading Test and The Illinois Test of Psycholinquistic Abilities.

Evaluation

In an effort to determine how effective the program was in keeping with its aim, a survey was made of the students and tutors involved in the program. A wide range of responses were received from both.

Tutors Response. The survey showed that all tutors volunteered to take part in this program. They felt that they had helped the students in many ways, especially in reassuring the students ability to learn, increasing his reading level, teaching him how to read and write, and increasing his confidence in himself.

The tutors also felt that their work would help them tremendously after their release, especially in their family life and getting along with other people. They stated that their greatest satisfaction from working with the program was helping someone who needed help and receiving thanks from those who they had helped.

The tutors also stated that they had observed several interesting changes in students since the tutorial program began. Changes ranged from an increase in self confidence and an increase for respect for authority. The most frequent change noticed was an increase in the interest in learning.

They stated that they had benefited academically from the program themselves. The program increased reading speed and comprehension, improved pronunciation and concentration, and made them more aware of accuracy and precision. In addition to this, some of the tutors feel that they become more critical in their self-analysis.

Response of Students. The results of a survey of the students being tutored showed favorable responses. It was found that all of the students volunteered for the program and they have enjoyed it very much. They also feel that being tutored has helped tremendously. By being tutored, they feel freer to ask more questions, and more time can be spent with them. Even though students are paid four dollars monthly to attend school, each one stated that he would attend if he were not being paid.

The students felt that being tutored will help them in many areas after release. Some stated that being able to read and write would enable them to get employment and keep it. One inmate said that he had refused to seek employment because of the inability to fill out an application form. Now he feels competent enough to do so. Some stated that being able to read and write would also improve their relations with others.

The students were asked what satisfaction they got from learning. Some said that they felt more like a man and others said that they felt more like human beings. Others responded with having developed a feeling of being proud, a feeling of independence, and a feeling of self-confidence.

The students were asked what they had done for the first time that they had never done before being tutored. Again, the responses were varied. Most stated that they could read and write for the first time. Two inmates stated that they could read and write letters for the first time in their lives. A few stated that they write letters home without the help of other inmates. One inmate stated that his desire to read comic strips has been fulfilled. He now does and understands some of them. Some inmates stated that for the first time they take reading and writing materials to their cells at night and they study.

The students stated that as a result of being tutored, they would like to continue their learning even after release. There were two who stated a desire to obtain a General Education Diploma if possible, and one stated that he would like to become a tutor if at all possible.

Sponsor's Response

As a result of reports from tutors and students, test results and general observation the Sponsor feels that the progress of the program has worked well as a part of the rehabilitation process. On the other hand, he feels that the addition of certain other things would help to make the program even more effective. The new additions are as follows: (1) A special film library, (2) Materials such as the Bell and Howell Language Master, (3) Coordination with other agencies using materials and media in Adult Basic Education, (4) A tie-in with the National Education Television Network, (5) Special learning environment for those students involved in the program, (6) A monitary system assuring the tutors their income from their assigned work will not be sacrificed in order to tutor.

The Sponsor also stated that the kinds of services that the tutors are trained to perform are in such demand that an approach had been made to secure their skills by agencies in the community. The Employment Training Center, a University Sponsored Facility, is in desperate need of tutoring assistance for the slow learners. One tutor has already made application for work with this agency upon his release.

Conclusion

On the basis of the foregoing evaluation, it seems reasonable to conclude that the Tutorial Program has contributed a feeling of usefulness on the part of both tutors and students. This was evident from the responses given by the tutors. Additionally, it was equally evident from the responses of the students. However, as evidence from the Sponsor's view of the program, there is still considerable room for improvement.

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USE OF TESTS IN ADULT BASIC EDUCATION IN CORRECTIONS

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Research in penology and psychic factors in motivational drives in inmate population plus inventions have caused dynamic alterations in our programmed learning and tutorial approaches to teaching. Our cultural and social values have changed; and with the changes; a new philosophy of basic education has emerged. These changes underline the necessity to adjust to new conditions and eventually, in some measure, to control them.

Through basic education can come the development of human resources to match what seems an avalanche of human needs brought to the surface in a violence-prone society. As methods in science and medicine change rapidly and frequently, so grows the necessity for an evolution in the instruction and training of inmates. There should be re-training and refresher opportunities as well as the unearthing of new skills and abilities for those whose educations, vocationally and socially, have been neglected. The new knowledge resulting from research in many fields must be communicated to these people through methods equally new. Also a second chance must be given to those of our young adults who missed earlier opportunities for an education, as well as a continuing opportunity to senior inmates who, through the miracles of the health sciences, have had years added to their span of useful life, whether it be in a correction institution or, eventually, in our free society. Only a small percentage of the inmate population is serviced by adult-education oriented programs. Fortunately, however, our correctional institutions are progressively realizing that they have a growing role to encourage adult learning after incarceration in order to help the inmate keep in touch with a "working" life attitude. Offering study at a relatively low beginning level to an advanced level, one significant function of basic education for adults is to develop potential leaders who can be guided towards effective community participation in the future. An equally significant objective is to convey to the average inmate student the latest and most pertinent information learned from the outside world, thus assisting his decisions and his response to society's requirements.

The modern director of education and teachers in correctional institutions, through their drive to know and the urge to create and apply ideas and programs, have accelerated the inmates' progress beyond the dreams of a few decades ago. Progress has always demanded the opening of new frontiers; and in this instance a new frontier of adult correction education may point the way to the utilization of as-yet underdeveloped intellectual resources of great numbers of our inmate adult population. In this age, we cannot depend upon an undereducated next generation of correctional institution "graduates." The inmate adults are finding that they must go back to "school" to consider with the expert teachers topics vital to their future jobs, future homes, future communities, and their spiritual and inner lives. There is a wide-spread belief that this country cannot afford to delay applying new discoveries about teaching adult inmates, and thus relieve some of our complex correctional institutions' problems. It is to the application of knowledge that basic adult education is dedicated.

People need to want to learn, to develop and use their talents. The facts of life demand it--in and out of prison. Therefore, the inmate's wanting knowledge must be given the opportunity of continued learning with the program built around their interests and needs, thus enabling them to diminish the gap between what they are and what they want to be. The primary purpose of an adult basic education program is to help adults to learn in areas related to their present knowledge, skills, and attitudes and go from there.

Use of Tests

In opening, I would like to state that I do not particularly like the word "test". It carries a certain amount of connotation or stigma suggesting "failure". Secondly, I remind you that no test, scale or other device, can be thought of as yielding an absolute true measure of intelligence, aptitude, knowledge, interest, attitude, or personality. Rather, these instruments should be considered tools for providing useful information on the basis of which it is possible to describe, diagnose, and predict human behavior. Used improperly, tests can be more detrimental than helpful.

No specialist in the field of measurement would contend that the measures now available come anywhere near providing a complete and highly precise description of an individual's behavioral characteristics. Rather, tests, inventories, and scales are seen as devices with varying degrees of usefulness for providing information on the basis of which more intelligent decisions can be made.

Cronbach (1949) has classified all applications of mental measurement under three main headings: Prognosis, Diagnosis, and Research.

The first of these purposes, that of prognosis or prediction, that comes to mind is the I.Q. test that is supposed to predict academic performance. Also following under this category, and I might add more popular today, is Aptitude Tests. Closely related is the application of tests in a selection situation. Here, an employer administers a test for the purpose of selecting those that will be employed; or, an admissions officer at a college or university makes use of test scores to decide who will be allowed to enter.

One other application of testing not often subsumed under the heading of prediction needs to be mentioned. This is the evaluation of accomplishment in a classroom or training situation. At first it may appear that this type of measurement does not involve prediction at all, but rather description of an individual's performance in some specific situation. However, if one asks why such a description of a person is desired, it becomes apparently clear that the way one is performing in a learning situation, be it in a classroom or on the job, will predict future performance. Thus, whether tests are used to predict future academic performance, to select individuals for employment or admission, or to evaluate the extent to which an individual has profited from some learning situation, their function is that of making a future prediction of future performance.

The second major use of tests listed by Cronbach is that of diagnosis. Actually, diagnosis is an elaborate form of prediction.

The diagnostic use of tests may be distinguished from the predictive use of such instruments first of all on the basis of the type of measurement involved. In prediction, the emphasis is primarily on differences between performance of individuals or between the performance of one individual and some standard. In diagnosis, on the other hand, considerable attention is paid to the analysis and description of the various characteristics or performances from task to task within one individual.

The use of tests for research purposes is not as great in corrections as for prediction and diagnosis. If used for research, it must be hypothesized that the test results are true and accurate.

Classification of Tests

A. Trait Measured:

1. Aptitude Test -- Measures functions that improves little with practice.
2. Ability Tests -- Related toward environmental influences.
3. Achievement Tests -- Measures what has been learned.

B. How Administered:

1. Individual -- one to one
2. Group
3. Objective -- right or wrong
4. Subjective -- implies judgment
5. Written
6. Performance
7. Verbal
8. Non Verbal
9. Power
10. Speech

C. By Use For Which Administered:

1. Placement
2. Selection
3. Classification

Since admittedly tests of their very nature are inconducive measures of man's abilities, achievements, etc., they should not be the final determination in appraising the individual; but instead, an indicator of strengths and weaknesses and of potential accomplishments relative to the opportunities provided the individual.

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ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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Broad Areas of Resources

We in corrections have many resources with which we can enrich our Adult Basic Education programs. These all can be used to make our programs more productive and fruitful. Resources are anything or anybody that contributes to the learning process. So from this premise our objective is to present the broad areas from which we can obtain these resources.

Printed Materials:

The material here is endless and forever coming, as long as man thinks and writes. Books for the subject matter areas, for teacher and administrative fields, educational technology, understanding the ABE student, counseling, testing and research will be needed in corrections. Pitchell (1967, pp. 10-49) gives many of the aforementioned resources in the field.

Workbooks, booklets, pamphlets, memos, conventional newspapers, magazines, catalogs, reference books, instructional kits, charts, stencils, and games also form an important function in resources to ABE programs.

A Guide for Teachers is probably available in every state, such as Missouri, in Adult Basic Education, published under chairmanship of

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*Presentation made from a paper prepared by Archie F. Kane, Medical Center for Federal Prisoners, Springfield, Missouri.

Antronette Brown (1967), which gives ideas on what to teach, how to teach, and materials on all program levels of Adult Basic Education.

An annotated bibliography of Instructional Literacy materials was compiled for Adult Basic Education by Smith, Knight, and Berry (1965).

Books in programmed instruction areas and other printed material are also listed in a bibliography by Hendershot (1967) which is continuously updated.

Teacher Developed and Produced Materials:

Dependent upon the initiative of the individual teacher are those little extras. Here are some old standbys: bulletin boards, illustrations, picture files, short stories, plays, scrambled sentences, flashcards, fold-down flap-type cards, charts, worksheets, copy material, flannel boards, games, tapes, transparencies, films, slides, records, opaques, models, mock-ups, stencils, and collections of objects and specimens. A bibliography of materials to help in these areas are listed in Pitchell (1967).

Free Materials:

Stevens (1966, pp. IV-17-19) lists sources of free materials which are obtainable locally, statewide, and nationally. These materials range from audio-visuals to personnel to exponents to ZIP from the post office.

Community Groups as Resources:

A listing of community groups as resources is available in Cloud (1966, pp. VI-18-20) which gives us a resource relatively untapped.

These include social service groups, public agencies, service clubs, professional clubs, business and industry, private organizations, and many others.

Sequential Instructional Materials:

Commercially produced sets of teaching materials which integrate various disciplines into programs of instruction beginning with grade one and continuing through grade eight, requiring supplemental material, are listed in Stevens (1966, pp. IV-9-10).

The areas of the communicative skills of reading, writing, speaking, listening, computative skills, informational areas, community and civic areas are inclusive in this definition, but it is necessary to realize that material systems alone are not sufficient without supplementary materials provided by the initiative of the teacher and administrator.

Audio-Visuals:

Commercially prepared to teacher prepared materials are available in all areas of the curriculum from local to national concerns. A study of the whole field of educational technology in this area was developed in a government report by Iverson (1967).

Some of these media are: See Appendix I. Hendershot (1967) also has many listings of Audio-Visuals in the field of programmed instruction.

Instructional Devices:

These are the commercially prepared or teacher prepared instructional devices that can be either electrical, mechnical, or visuals such as mock-ups and models, charts, etc. This hardware makes the learning process more inventive and interesting. Company literature and catalogs or bibliographies of materials need to be consulted such as Hendershot (1967).

Para-Professional Personnel:

They are individuals who can take care of the time-consuming chores that are related to the teaching field and relieve the teachers for actual teaching. Some examples would be: duplicating, typing, recording data, running various audio-visual machines, grading papers, etc. Volunteers and paid personnel will compose this group.

Resources for the Handicapped:

Conventional print typewriters, recorders (utility, large type, and small cassette type), record players, liner paper (raised) and liners specially constructed are some things needed. Recorded books on tape are available from the Library of Congress, Recording to the Blind in New York, Regional Libraries, and from volunteer groups and friends who are willing to record special requests on tape for the student.

A braille transcriber is invaluable for the reader of Braille. Mobility training must be furnished the blind student. Courses in memory training are most helpful.

The Paraplegic needs special desks, and sometimes materials in order to learn. Listings of materials available for both of the above groups are in Talking Books for the Blind and Physically Handicapped and American Printing House for the Blind, Inc. (1970).

Programmed Material:

Programmed Learning - What It Is and What It Does by Dickman (July, 1967) in the Journal of Correctional Education helps us see the learner-program approach. Some other facets of the approach are developed by Craig and Gordon (October, 1967) and Seay (January, 1968). A bibliography of books, bulletins and research articles on the subject are found in Pitchell (1967, pp. 1-9). Hendershot (1967) gives in his Bibliography of Programs and Presentation Devices for Programmed Learning, the most complete and concentrated listing of programmed material published by subject and publisher.

Broad Fields of Resources in Academic Areas:

Art
Business
Economics
English
Foreign Languages
Games
Health
History
Mathematics
Political Science
Reading
Science
Social Studies
Special Education
Spelling
Study

Snyopsis

We approach our students from the standpoint of how our particular institution can best serve the people with whom we are dealing. Basically, we are either teaching the subject matter with these approaches: Teacher-Text-Student, Text-Student-Teacher, or a combination of the two, and/or the Programmed Learning Material-Teacher approach.

Teacher-Text-Student Approach:

The resources here would come to the student via the instructor or administrator's own initiative to bring them into the classroom in relation to subject area taught.

Text-Student-Teacher-Classroom Approach:

The resources would be student initiated in that the text presents the material which would cause him to need further aid to conceive ideas necessary to learn it. The instructor would then follow up with needed resources.

Programmed Material-Learning Center Approach:

Programmed material carries the student in a linear approach through the subject matter from A-Z, which as it goes sets up ideas that need further exploring and therefore the instructor needs to be able to adapt other resources into the program. Depending upon the particular needs of the curriculum and what is already available, the equipment or hardware is placed throughout the center. Carrells for individual study and audio-visual material are placed so that each student moves at his or her own pace in the particular area needing improvement.

Resources for Adult Basic Education in Corrections:

Resources then in general fall into the headings of: Printed Materials, Audio-Visuals and Instructional Devices, Equipment, Furniture, Human, Teacher Developed and Produced Materials, Free Materials, Sequential Instructional Media, and Teacher Knowledge with initiative.

Adult Basic Education Research:

From Government Reports, studies by National Education Association, Bibliographies and State Education groups come much research which has been alluded to in this presentation, but also from University studies such as Mocker and Clive (1969) we receive much information in the field of resources for Adult Basic Education. We must continue to look for the resources that makes Adult Basic Education in Corrections work even more successful through the avenues of research such as public education research done at North Carolina State University in Curriculum Development by Adair (1969) and are now doing here at San Dimas, California.

Appendix I

Projection Reader with Tachistoscope
Reading Machines - Programs
Closed Circuit Television
Reel to Reel Recorders - 5 inch
Stereo Recorders
Cassette Sound Filmstrip - Programs
Filmstrip Projectors
Record Players
Pre-Recorded Tapes and Records
Listening Stations
Cartridge Players
Radio-Recorder
Tape Recorder - 4 Track
Picture Phone
Language Master
Movie Projector 16mm - films
Slide Projector
Models - Biological - Science
Microscopes
Skeletons
Living and Preserved Zoological and Botanical Specimens
Slides - Prepared
Overhead Projectors and Transparencies, Copiers - Makers
Photographic and Graphic Arts Equipment
Mimeograph Machines and Stencils
Typewriters - Business Machines
Dictating Machines
Microphones
Sound Systems
Programmed Devices
Computers - Card Readers - Card Punch - Printer
Globes - Maps

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BUSINESS AND INDUSTRY IN ADULT BASIC EDUCATION IN PRISONS

Lex Enyart
Federal Correctional Institution

Stated Education and training goals for those men entrusted to correctional institution care are: (1) the acquisition of a salable skill, (2) the attainment of adequate literacy skills, (3) the perceiving of oneself as a rational consumer and (4) hopefully, what Frenkel-Brunswik (1949) calls a "toleration of ambiguity".[1]

After the above statement has been reduced to writing, correctional educators, unfortunately, have devoted a great deal of time and expense to the development of rote learning instruction while ignoring the human factors which make the recipient a willing partner in the educational endeavor.

His failure to ask Mager's (1962) two imperative questions-------- (1) what is it that we must teach? (2) how will we know when we have taught it?[2]--tend to make the institution education and training program less than satisfactory.

Once a decision has been made to seek outside assistance, he tends to follow a unilateral educational resource supply line. The sequence is as follows: (1) school book salesmen, (2) purveyors of "softwear" and "hardware," (3) local, county and state education departments (including vocational education departments), (4) the local university. At best, the assistance offered and accepted is momentary.

Why, because none of these know the product nor the types of stress and strain he will be subject to once he leaves the program. To illustrate: if an educational program is preparing students for college, the administration stays in direct contact with those colleges who receives that school's graduates. By this method he has direct feed-back on the two questions. He has sufficient data on which to make adequate corrective decisions.

On other occasions, supervisors have worked to form community advisory councils in the education and training areas. However, these councils tend to evaporate as soon as the organizational paperwork has been filed--or at best--are inoperative.

Alternate Solution. Rather than rely on non-recipients of the graduates of the program, why not go directly to a very pragmatic group who can provide very definitive curriculum resources? While it is understood that the supervisor cannot contact the employer of every releasee, he can take the following actions. He can establish a consulting relationship with the personnel and training officers from various firms in each of the vocational areas in which releasees may seek employment. These middle management people can sometimes provide the real key to the reason for success or failure of newly hired employees.

Implementation: In Federal correctional institutions where definite sequence of training has proceeded in orderly fashion the integrity of the educational program has been under constant surveillance by both institution staff and the employers of work releases. The flow and counter-flow of information has questioned not only the manipulative skills of work releasees but any shortcomings in related competencies required by the job. Not only have the vocational instructors visited the place of employment to observe the day-to-day requirements of the positions but supportive education staff members have also consulted with the employers and the work releasee.

Additionally, those on apprentice and study-release programs were subjected to the same scrutiny. The familiarization of the supportive education teachers with the requirement of industry creates immediate feed-back. These people are then able to design effective teaching units geared to the needs of non-college bound students. Unfortunately, with the exception of industrial arts teachers, most supportive teachers were trained to prepare people to enter college--not the world of work. This type of previous training orientation creates an immense block to the process of adult basic education.

Other Examples. Larger companies, who are committed to hiring the disadvantaged, have encouraged their middle management people, who have individual skills in a variety of areas, to teach classes in institutions in order to broaden their own understanding. These classes have met one to two nights per week for 4 to 12 weeks.

While custodial requirements may require extra support, the department can avail itself of another service from industry. It can make arrangements for a training officer from industry to teach a program from one to four weeks while the regular institution instructor is on annual leave. The growth and understanding gained by both parties to the contract make the effort worthwhile.

The 1970 National Laboratory for the Advancement of Education Conference (January 26-28, 1970) will see the presentation of the first report on a contract between an educational institution and a private business containing incentives and penalties involving guaranteed performance of a privately designed for profit educational package.[3]

An institution in a given locality may find that it is possible to produce a better educational package geared to the needs of its clients in this type of a contract than through conventional education programs. Short-term, one-time programs conducted in this manner would save time and money over conventional recruitment of specialists, writing of new programs, field-testing for reliability and validity on a pilot group before actual services could be provided.

Sources of Information. Board of Fundamental Education, 156 E. Market Street, Indianapolis, Indiana 46204. This company has experience in developing in-plant programs for a variety of industries where employees had known adult basic education needs. They have been able to tailor programs which fit both ABE and vocational training needs in the same package.

For those who question this approach to meeting ABE needs rather than conventional secondary education methods, another source of ideas rest with the American Industry Project, Stout State University, Menomonie, Wisconsin, USOE Contract No. OE-5-85-060.

Conclusion. An education department. in cooperation with business and industry can provide "real work" skills along with a comprehensive understanding of problems encountered by employees engaged in marketing, production or merchandising goods or services.[4] The ABE class lessons will tend to deal with concrete examples involved in retailing, wholesaling, manufacturing, storing and transporting.

The ABE teacher will see his role change from an academic college oriented direction to that which will be similar in nature to that of a distributive education or diversified occupations teacher. This may also serve as a guide to those in charge of recruitment when they are selecting replacements or additions to present or expanding staffs. This is not to say that one will no longer need certain specialties--to the contrary--it merely points out the need for additional specialization on the education staff.

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A PHILOSOPHY FOR ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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Minnesota State Prison

Introduction

Formulating a workable, intellectually honest philosophy for adult basic education in corrections is a formidable task, to say the least. The literature does not offer a great deal of assistance; it offers apologies. Research has been limited. Programs, except for a few financed by the federal government have been quite traditional. Society is grossly uninformed, and is consequently apathetic in its support. Advocates of custodial care remain the controlling influence, although treatment programs are in the emerging stage. Where objectives for adult basic education in correctional institutions can be found, they are the generality type which are commonly written to be kept on file rather than applied. The trainees are found not only to be educationally deficient, but also suffer from varying degrees of social and personal malfunction. Many programs are extremely limited in staff and consequently develop makeshift schedules utilizing inmates to teach other inmates. Facilities, supplies and equipment are many times hand-me-downs from local schools or other state institutions. Finally, very few opportunities exist for educators to be professionally prepared for work in corrections.

The question at this point is whether a philosophy should be built which fits within the restrictions noted, or should it aim for the ideal? The question need hardly be answered. The philosopher often lives in the world of the ideal, and fortunately for humanity has often set forth ideas which make people keep reaching for that something just beyond present limits instead of sitting with folded hands. Some reaching in correctional basic education is long overdue.

There is so much fragmentation of philosophies among the various disciplines in corrections, and in society as a whole in regard to penology, that it is impractical to discuss one aspect without relating to others. Therefore, before dealing with a philosophy for adult basic education, it will be necessary to discuss some concepts held by society and correctional personnel, and how these concepts relate to the trainee and to the program.

The Role of Society

Unlimited financial support is not singularly critical to the success of any educational venture. However, it is too often the case in correctional education that so little financial support is given that programs are doomed to mediocrity or failure before they start. Operating in a makeshift manner becomes the norm and people, both staff and trainee, tend to become content to operate within that norm.

Society's view of a prison is generally gained by watching Hollywood badman George Raft snarl at the guards or by looking through a four feet thick 40 feet high wall. Zero understanding of prison reality is the result of either pastime. Out of sight, out of mind, and society moves on while the men inside do their own time.

Extensive publicity given the more sensational and sordid crimes contributes heavily to the "lock them up and throw away the key" attitude held by many members of society. Obviously, there are those types from whom society should be protected, and for whom no type of treatment program will likely be beneficial. Society must be educated to the fact, however, that there are many individuals who enter prison convicted of crimes that are not even considered newsworthy, and who could benefit greatly from treatment. Financial and moral support of programs for these persons becomes a sound investment for society. It would benefit all to have this individual out on the street paying his own way, rather than returning to prison again and again.

What can be done to educate the public? A view from the inside would be very helpful. Prison administrators should invite people in and make certain that they see everything, and that they thoroughly examine the problems as well as the successes. Any aspect of the prison for which an apology must be made should not exist. In addition to those who could actually visit the prison proper, television is an excellent medium to use to disseminate information to large numbers of viewers. Newspaper people and feature writers are always willing to do a story.

Prison public relations need to be improved. A professional "PR" agent would be a positive move in the direction of enlisting public support. Publicity given to prisons most often is given in times of crisis such as during riots, when mistreatment is claimed, or in other negative circumstances. Prison officials are forced to make statements to the press under the most adverse conditions. It would be better to systematically and frequently release news items to the press. In that way, in times of crisis the sensational type news would fit into a much larger and better understood context.

In summary, the whole story should be released, the good and the bad. It is the only way to win desperately needed public understanding and support. The American people are exceedingly generous when they see and understand a need.

Corrections: Fact or Fantasy?

It is popular in contemporary jargon to use descriptive terms to identify concepts. In schools, it is flexibility, modules, individualization, learning centers and *ad infinitum*. Unfortunately, the gap between what is said and what is done is frequently a wide one.

Corrections is no different. Once called penologists, the name is now correctionists. The implication is that penance is no longer exacted, but rather corrections are made. To correct implies to teach. Teaching is done through reinforcement, either positive or negative, but hopefully positive. Which is the case in a typical correctional institution? Have corrections people really earned that title?

One of the major objectives in corrections should be the reduction of recidivism. This reduction would be brought about by correcting the behavior of the offender in such a way that when he rejoins free society he functions in a manner acceptable to that society. The generally accepted nationwide recidivism rate is upwards of 60 per cent. To fail in attaining a major objective more often than successfully reaching it must be interpreted as less than effective by any standard.

The immediate objective in a maximum security institution is custody of the offender. Aside from a discussion regarding isolation of various types of offenders in varying types of facilities and programs, no one should argue too long about security. The secondary objective is commonly referred to as rehabilitation. That term in itself is rather interesting because it means to "restore to former capacity" (Webster's Dictionary, 1950). Is it logical to restore a 35 year old man who is rounding out twenty years in one institution or another to the capacities he possessed at fifteen years of age?

Treatment or education would represent a more accurate description of the process of assisting the offender in changing his behavior.

Custodial type programs have been extremely successful in keeping the offender segregated from society. They have been relatively unsuccessful in permanently returning the offender to acceptable membership in society. It is imperative that new designs be created to better meet both needs, custody and treatment.

There has been a rather remarkable transformation in the treatment of the mentally ill in the last three or four decades. Enlightened medical personnel have changed from custodial care in "insane asylums" for "crazy" people to treatment centers for the mentally ill. Their philosophy is to treat and return patients to their normal environment and former relationships as soon as possible. Post release outpatient treatment is routine.

It would be an oversimplification to say that prisons contain "socially ill" people, who should be treated and returned to former surroundings and relationships as soon as possible. On the other hand, perhaps that concept bears some careful review. Perhaps instead of prescribing a term of ten years, it might be better to prescribe a program of treatment, based on medical, psychological and sociological, personal and educational data. The offender might be released when considered ready by the professional staff. The release would be based solely on the individual's progress in the modification of behavior Permanent release would be contingent upon continued success under the supervision of a post release corrections specialist who would continue to treat the offender as long as necessary. Intensive post release support should be considered the most critical part of the program.

Within an institution a treatment program requires a total staff commitment. Isolated change would automatically breed further resistance to that change by advocates of the status quo. Correctionists should not be satisfied with a "we realize what is needed and will phase in a treatment program gradually" attitude. Immediate, mass changes are needed now. Intensive inservice training, reorganization of staff, and intelligent methods of gaining public and legislative support need to be accelerated.

Enlightened public support and treatment oriented prisons may seem to be somewhat far removed from the topic of a philosophy for adult basic education in correctional institutions. A meaningful philosophy for adult basic education, however, cannot be brought to life in our classroom without those two prerequisites. The objectives cannot be accomplished without adequate funding, and a treatment oriented education program cannot operate in a vacuum.

Bethel, J. P. (Ed.) Webster's new collegiate dictionary. (Rev. Ed.) Springfield, Mass.: G. & C. Merriam Co., 1950.

Trainee Characteristics

Now that the scene has been staged, it is time for a look at the individual with whom we are concerned. What is the person like who comes to our basic education class?

The National Association for Public School Education (p. II-4 through II-14) lists the following characteristics of undereducated adults: lack of self confidence; fear of school; living in conditions of economic poverty; probably below average in scholastic aptitude; culturally deprived, values, norms and goals differing from upper and middle class norms; weak motivation; usually sensitive to non-verbal forms of communication; feeling of helplessness; varying levels of intelligence; live for today philosophy; unacceptable behavior; hostility toward authority; reticence; use of defense mechanisms; need for status; and tendency to lose interest.

In addition to the characteristics of undereducated adults the National Association for Public School Education also lists the following characteristics of all adult learners: the adult learner is likely to be more rigid in his thinking: he usually requires a longer time to perform learning tasks; he is more impatient in the pursuit of his learning objective; he requires more and better light for study tasks; the older adult has restricted powers of adjustment to external temperature changes and to distractions; he has greater difficulty in remembering isolated facts; he suffers more from being deprived of success than does the young learner; he is motivated more by the usefulness of the material being learned; he is less willing to adopt new ways; he resents having adults talk down to him; he may be attending class with a mixed set of motives.

In addition to those traits, the trainee has the added psychological disadvantage of incarceration and of prison sub-culture pressures.

It is apparent from the foregoing that not only is the staff to be concerned with academic malfunction, but also in most cases, serious personal and social malfunction. Our task then, is not simply to teach the three "R's", but in addition to that educators must play a part in cooperation with other staff to bring about a desirable change in the life style of the trainee. Concentration on academic or vocational skills alone will not meet the needs of the trainee.

It is evident that a commitment to treatment will work well only if the same philosophy is held by the entire prison staff. Little will be accomplished in the area of resocialization in the basic skills class if after four hours in class, the trainee leaves to be subjected to twenty hours of varying types of approaches to his resocialization, and to whims of individual staff.

Objectives in Basic Education

"Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave (Ruskin, Keys to Happiness, p. 88)." That one statement, perhaps better than any other provides a key to the problem of formulating objectives and a philosophy for adult basic education in correctional institution.

As was indicated in the previous chapter, correctional educators must concern themselves not only with behavioral changes in regard to

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Adult basic education: a guide for teachers and teacher trainers. (6th printing) Washington, D.C.: The National Association for Public School Adult Education, 1969.

academics, but also must concern themselves with social and personal behavioral changes.

Further evidence of the need for both emphases is shown by this statement:

> Adults who lack skills in reading, writing and computation are usually inadequate in many other areas. They are often completely withdrawn from civic and social activities of the community. Many are undependable as jobholders because they lack simple educational skills necessary to perform these functions. They often lack knowledge of the basic rules of health, nutrition, and safety. Without educational skills and with serious social deficiencies, it is difficult for them to function as happy, contributing members of society (Adult Basic Education, p. III-3).

A study on adult basic education materials (Steuart, 1968) affirms that it is important that we realize that the functional illiterate is a product of his cultural and social milieu and that basic skills should be taught with the cultural milieu as a concomitant factor in the educational process.

There seems to be no question that a study of the characteristics of the trainee and further review of literature stresses the need for efforts in the area of personal and social needs as well as the academic needs.

A major objective in corrections, and therefore in individual programs, should be to change the behavior of the trainee in a positive way so that when he is returned to free society he is able to function in a successful manner. Specific basic education objectives should be considered with that thought in mind.

The objectives should be written in behavioral terms so that it will be possible to measure outcomes with accuracy. Objective measurement makes it possible to identify areas in need of modification.

The heterogeniety of an adult basic education group makes it impractical to state behavioral objectives intended to meet the needs of the whole group. It is more logical to state the objectives in a way which lends itself to individual application. Goals which are compatible with apparent needs should be set for each trainee. They might be written as follows:

Upon successful completion of specified work in adult basic education, the trainee will:

1. Be able to read, comprehend and retain material designed for ________ grade level with _____ efficiency.
2. Be able to correctly spell a list of _____ selected, basic words with _______efficiency.
3. Be able to communicate ideas in writing using complete sentences and acceptable grammar and punctuation.
4. Be able to recite multiplication tables up to the _____ with 100 per cent efficiency.
5. Be able to add, subtract, multiply and divide with ______ per cent efficiency on a written test.
6. Be able to choose realistic vocational goals based on past experience, aptitude and ability.
7. Be able to demonstrate improved understanding of citizenship responsibilities through increased participation in group discussions.
8. Be able to show significant improvement in the area of resocialization as measured on an instrument such as the Birkman Method Questionnaire.

It is suggested that the foregoing list of behavioral objectives be adapted to fit the individual institution. Obviously, it is not an all inclusive list.

With such a list of behavioral objectives, it becomes possible to measure expected outcomes, but the measurement should not stop there. Much could be learned by following the trainee into society and gathering further information, as the months and years pass, about the effect of the program on his life style. These kinds of studies would be final proof of the pudding, and provide powerful evidence for support assuming that the results are positive.

The Teacher

It would be more accurate to describe the teacher as "teacher-counselor." In addition to work in basic skills, evidence has shown that the trainees critically need help in the personal-social-vocational areas. Those problems are many times most profitably discussed at the moment when they arise, as opposed to by appointment with another staff member three days later.

In addition to competence in skill areas and counseling, the teacher needs special personal characteristics. He needs maturity because the trainees he teaches generally lack this characteristic, and need daily contact with a good example to follow.

Ruskin, J. Keys to happiness. Charles L. Wallace (Ed.) New York, Evanston and London: Harper and Row, 1965.

Adult basic education, op, cit. p. III-3.

Steuart, R. An evaluation of the educational effectiveness of selected adult basic education materials. A research report done at the University of Wisconsin, 1968.

He must be flexible. He should be working toward definite behavioral objectives, but the nature of the trainee demands that the teacher be perceptive in determining the receptivity of his individual or group to a certain topic and that he shuffle materials when it appears profitable to do so.

Needless to say he must be patient, understanding and have a sense of humor.

Finally, he must look at himself as a means, and not an end, in the developing relationship with the trainee. He is a part of the machinery in the process of transformation. His task is to assist the trainee in the beginning stages of a belated life long learning process. He should teach him to continue to seek and enjoy new learning experiences.

Program and Method

Program and method are topics deserving much more extensive treatment than can be given here, but a few general considerations are in order.

First, program and method must be guided by the objectives as stated, which will automatically cause emphasis to be placed on the major areas of concern as indicated in the chapter on trainee characteristics. Such a program should include work in the areas of (1) reading, (2) mathematics, (3) language communication, (4) current events citizenship, (5) vocational problem solving, and (6) personal living. Practical application through such devices as tax forms, correspondence, job applications and mock elections should be used wherever possible.

The program should also contain an element of both individual and group counseling. To borrow a phrase from public education, the program should be "individualized for each trainee." Extensive intake interviewing and testing will help the counselor to prescribe a program for the trainee based on individual behavioral objectives. Frequent progress checks should be made both for the purpose of evaluation by the instructor, and to keep the trainee aware of how well he has advanced toward the stated objective. Positive reinforcement is required to assist these typically failure oriented trainees to taste success until they begin to like it.

The fluid nature of the population would suggest that programs should be designed in such a manner, and materials be such that men can enter and withdraw at any time without particular penalty. Programmed instruction, independent study, and intensive tutoring are essential ingredients of such an arrangement. The use of student teachers from nearby teacher education institutions will be helpful to shorthand education staffs.

The frequently touted educational characteristic of relevancy is perhaps no more critical anywhere than it is in adult basic education in correctional institutions. Units which cannot be seen as useful to the trainee will cause him to lose interest rapidly.

Facilities and Materials

Prisons are traditionally quite drab and uninspiring, perhaps more by accident than design. A drab decor may be appropriate in some areas, but not in the education department. Facilities need not, and should not be plush, but attractive paint goes on just as easily as drab paint. The area and its furnishings should be related to the purposes of the program, and should be an attractive and functional part of that program.

Teaching materials should be especially designed for adults and must be current. Many prisons operate on hand-me-downs from other educational institutions or individuals.

Technology in reproduction machines have made it possible for teachers to design many materials themselves. This advantage often times allows the production of materials that can be accurately tailored to fit the individual or the group. While some adult education materials are beginning to appear, it is still necessary to prepare many of them locally. This is often necessary and is to be encouraged in place of using materials designed to teach elementary age children.

Conclusion

An inmate read this paper and offered the following comment: Sure, everything you say is true, but it has been said a hundred times before. So what has changed?

It appears that the inmates are not the only ones who are in need of some basic education aimed at behavioral change. It is paradoxical that professionals who see such need for change of behavior in the inmate, do so little about change in their very approach to the process designed to bring about that change.

Society needs to be educated to the realities of problems in corrections. Extensive public relations programs are needed to gain their support. Corrections people must "get their game together" as the cons would say. Emerging treatment programs require a total staff commitment.

Correctional educators must familiarize themselves with characteristics of adult learners, and build facilities and programs for those learners based on appropriate behavioral objectives. Higher institutions of learning should be encouraged to develop special programs for correctional educators. In addition to special professional competencies, the correctional educator needs special personal characteristics.

Finally, extensive follow-up research must be done so that correctional educators can accurately assess their programs with an eye to improvement.

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Addendum

Following are some suggested specific philosophical statements which can be drawn from information presented in this paper.

We believe:

1. That there are contraints which must be considered, but that our programs must be built in a way which circumvents constraints where possible or which aims toward the ideal and can move quickly if circumstances in the future remove or modify a constraint.
2. That a concentrated effort is needed to educate society in regard to how benefits to the offender ultimately benefit that society so that we can gain moral and financial support.
3. That treatment programs provide a logical approach to positive change in behavior of the offender and that this type program is superior to custodial oriented programs in the overall reduction of recidivism.
4. That a total staff commitment is essential to the success of a treatment oriented program; and therefore, staff education, reorganization, and selective recruitment are vital.
5. That the adult basic education student in a correctional setting is disadvantaged by a unique combination of characteristics, educational, social, psychological, and personal, and that he therefore needs a unique and personal "corrective" program.
6. That specific behavioral objectives need to be designed to fit each individual trainee, and that progress must be evaluated in terms of that trainee at the beginning, during, and at the conclusion of the object unit.

7. That the counseling process needed to bring about positive behavior change in life style needs to be continuous and concomitant to the academic process and therefore demands that the teacher possess specific counseling as well as teaching skills.
8. That materials, environment, and learning atmosphere are critical and should therefore be carefully designed to be a functional part of the learning process.
9. That adult basic education in correctional settings must be viewed as a means and not an end in the process of transformation and, therefore, be designed to carryover into his experience in free society.
10. That each trainee is a potential asset to society and is deserving of our best effort, that he should be taken from where is, to the most advanced point he can reach, without the benefit of further value judgments about what he did, but rather with our acceptance and support of what he is becoming.

HISTORY OF CORRECTIONAL EDUCATION

Nathaniel A. Fisher
Federal Reformatory

When this assigned topic was received, there was a frightening shudder at the thought of the mass amount of materials it would be necessary to search through to get the desired and needed information. The ability to compile and reduce this anticipated volume of material to the requested length was very doubted.

A definition of Correctional Education seemed to be the first thing to get clear so that certain guide lines would be established and restrictions would be placed on necessary material. "Correctional Education is vocational, cultural, and recreational activities carried on in correctional institutions for the purpose of effecting the social and economic rehabilitation of the inmates."[1]

This definition, and most others are similar, caused great anxiety and concern after the search for materials began because very little of the material contained information that was congruous with the definition. So, instead of a large quantity of materials as anticipated that dealt with correctional education, there was a lot of information about the schools or lack of them in correctional institutions.

Correctional Education is vocational, cultural, and recreational activities, were the first things that didn't coincide with the references, books, and materials, or vice versa. The other items of concern

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1. Good, C. V. Dictionary of Education, New York, McGraw Hill, 1959, P. 184.

were for the purpose of social and economic rehabilitation.

If the five underlined words in the definition are to be taken in context, it has become apparent that there must have been some type of education in correctional institutions for a long time, but correctional education has a relatively short history.

There have been innovations, changes, adjustments, and improvements and these have been in the right direction, but it is just recently that correctional education is beginning to serve the people it was planned for and to have as its objectives the making of inmates better overall persons.

This is by no means a knock or criticism of education in institutions. Education has, in most cases, served its purpose or did what it was supposed to do but, with hind sight, it is quite plain to see that the "purpose" and "what it was supposed to do" is where the imperfections and misdirection was initiated.

Studies and references have concluded that up to the end of the 18th century, there was no kind of education in the prisons. The point of departure is marked by the opening of the first prison school in America in 1798 at the Walnut Jail in Philadelphia.[2] The purpose of this school was to provide beneficial leisure time while engaging in the study of reading, writing, and arithmetic.

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[2] Barnes, Harry E. and Teeters, Negle, K., New Horizons in Criminology, Englewood, New Jersey: Prentice Hall, 1959, P. 482.

In 1801, New York State provided elementary education for meritorious inmates during the winter months by the better educated inmates.[3] This practice of using inmate teachers has been very prevalent during the years, and is still used in a few correctional institutions. This practice was necessitated, of course, because of the lack of prison hired personnel to do this work.

In 1825, Louis Dwight founded the Boston Prison Discipline Society, and it was dominated by the zealous religious fervor of its leader.[4] Sabbath schools became a prominent feature of many prisons in the northern part of the United States through the efforts of the Boston Prison Discipline Society.

> "Dwight and his associates primary concern was in parting religious beliefs to the inmates. However, the Sabbath schools did provide the infant stage of prison education, and inmates were more aptly prepared for a satisfactory adjustment to society upon release than many of us realize. Louis Dwight was the first national figure in American prison reforms.[5]

This may have been one of the first efforts in rehabilitative behavior. Dwight and his followers made an effort to change the behavior of inmates through redemption of unfortunate sinners and their salvation was to be achieved with the aid of religion and through development of industrious habits under strict supervision in shops. These methods may have been crude, were the beliefs of a religious fanatic, and certainly were not tailored to the individual; but they did have as a result a change in behavior which was for the supposed betterment of society.

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[3] Lewis, Orlando F. The Development of American Prisons and Prison Customs, 1776-1895, Albany, N.Y., 1922.

[4] Ibid., P. 290.

[5] Roberts, Albert F. "Development Perspective of Correctional Education," American Journal of Corrections, Vol. 31, May-June 1969, P. 14.

In 1844, the Eastern Penitentiary of Pennsylvania hired a secular school teacher, a library was introduced, lights permitted in cells until 9:00 p.m. and congregation singing was experimented with.[6]

Chaplains played a big part in the readings and education of inmates. They usually loaned books to the residents who could read and would help others in the evenings after working hours with basic reading and arithmetic. Lewis reports:

> "The evening period was the only available time for instruction and the picture is vivid--the chaplain standing in the semi-dark corridor, before the cell door, with a dingy lantern handing to the grated bars, and teaching the wretched convicts in the darkness beyond the grated door the rudiments of reading or of numbers.[7]

The New York State Law of 1847, providing for the appointment of two instructors for each state prison (Elmira and Sing-Sing Prisons) was the first legal recognition of academic education in correctional institutions.[8] Because of the large number of incarcerated inmates, the time available for any instruction, and the resulting time between teacher visits, the value of the teachers services was, putting it lightly, questionable. Robert continues:

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[6] Taft, Donald R. *Criminology*, Third Edition, New York: McMillan, 1956, P. 546.

[7] Lewis, *op. cit.*, P. 341.

> "Before the Reformatory movement which began around 1870, prison education was confined to religious and moral instruction. In 1870, the first American Prison Association Conference in Cincinnati adopted the principles which have been the starting point for changes in correctional systems. These included the mark system, rewards for good behavior, prison industry, attention to learning and approval of the indeterminate sentence; all of which are reformatory methods. [9]

During the 1870's one of the best instances of prison instruction was probably the Detroit House of Correction, which had an average population of 385, of which almost two-thirds were in school. This system was introduced with the purpose of aiding inmate reformation.[10]

Although there were some reforms in correctional education, most of the prisons were with only scanty instruction. About 20,000 of the 38,000 prisoners in the United States during 1870 were practically illiterate, and certainly less than 8,000 of these were under some instruction in prisons.[11]

The Reformatory Movement received a much needed shot in the arm with the Elmira Reformatory which had the "school of letters" as well as a vocational trade school. McKelvey reported as follows:

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[8] McKelvey, Blake. American Prisons. University of Chicago Press, Chicago, 1936, P. 41.

[9] Roberts, op. cit., P. 15.

[10] Winnes, E. C. Report on the International Penitentiary Congress of London, Government Printing Office, Wash. D. C., 1873, Pp. 64-65.

[11] Ibid.

> "The Elmira Reformatory gave education for the first time an important place in the correctional process. The first superintendent, Zebulon Brockway, disclosed significant ability in working with the specialists in the college neighborhood and hired Dr. R. Ford to conduct two courses. The next year Dr. Ford was given charge of the whole educational system at Elmira, and six public school principals and three lawyers were secured as instructors for elementary classes. A summer session was made a regular part of the educational system. In 1883, Brockway brought Professor N. A. Wells from Syracuse to teach a course in industrial arts to those who were dull and had little interest in education. The next summer this program was enlarged to include plumbing, tailoring, telegraphy, and printing.[12]

Three innovations in the Elmira system seem to bear mentioning again. This would seem to be the first real attempt at involving community resources and bringing the community into the correctional institutions. The second innovation was the recognition of different level of students and a real attempt to satisfy their needs. Elmira has advanced classes in geometry, human physiology, sanitary science, etc., and there were elementary classes for students needing these classes.

The third great innovation was the recognition of individual differences in adding vocational training. Thus reformatory school recognized back in 1883 that all persons were not able to do the same things and that academic achievement was not the only answer. Everyone could not be a master of academic subjects and mainly, because everyone did not like academic subjects and did not want to succeed in this field. As mentioned this was in 1883, and yet today so many administrators feel that the trades are less attractive, less valuable, and frown on vocational aspirations.

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[12] McKelvey, op. cit., P. 110.

Reformatories were established throughout the country by the early 1900s, and most were patterned after Elmira; but MacCormick's survey indicated that the older reformatories never lived up to the expectations of their founders due to a variety of reasons.[13]

> "Briefly, the reasons were lack of funds, inadequate facilities, and lack of adequate personnel required to educate and more important to rehabilitate the inmate. Furthermore, sixty years of experience have taught us that reformatory prisoners in their late teens and early twenties are inclined to be unstable, unresponsive, and apathetic toward good influences in general and education in particular, because they have so often found public school work distasteful and boring.[14]

And herein probably lies the biggest mistake that correctional institutions have made and some are still making--and that is patterning their school system after public schools. Let's face it, the public school has not done a very good job keeping people in school. The drop-out figures are alarming and a great percentage of these young men and women end up in our institutions. Now it cannot be said that there is something wrong with all the kids who drop out, as some people try to say, there is something wrong with the school

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13. MacCormick, Austin A. "Resume of Progress in Correctional Education, Correctional Education Yearbook, American Prisons Assoc., 1939, P. 17.

14. Ibid.

also. The public school, in its own methods and practices may simply be too passive to fulfill its obligation as one of the last social institutions with an opportunity to rescue the child from other forces, in himself and in his environment, which are pushing him toward delinquency. There is considerable evidence that some schools may have an indirect effect on delinquency by the use of methods that create the conditions of failure for certain students. Mishandling by the school can lower the child's motivation to learn. It can aggravate his difficulty in accepting authority and generate or intensify hostility and alienation. It can sap the child's confidence, dampen his initiative, and lead him to negative definitions of himself as a failure or an "unacceptable" person.

Confined offenders, generally, are school drop-outs. This demonstrates their hostility for an inability to profit from ordinary public school type programs. Yet too many prison administrators use these same type public schools as models. Why should correctional schools be patterned from the same schools that are supplying the institution over 75 per cent of its clients?

Public school at its best have individual philosophies, goals, and objectives. These are set because of the school's particular needs and the needs of the people it will serve. So, where a correctional institution copies this pattern, it is copying the needs of some other group. Roberts stated:

> "By 1928, the Reformatory as a distinctive institution for the mass education of young offenders has come to an

> end with the newer emphasis on individualized programs, especially the youthful offender group and adapting education to their particular needs, capacities, and desires rather than some arbitrary education standard.[15]

The year 1929 is considered the year correctional education became of age. Although changes and innovations before this year were in the right direction, they are viewed by criminologists as barely worth mentioning. The year 1929 was the year of the beginning of the modern trend in education and the point at which educators began to be recognized as an essential element in a program of correctional treatment.

As a result of his prison survey, MacCormick indicated that correctional education had failed for many reasons: lack of clear goals, a tendency to adhere too rigidly to public school methods, a failure to individualize programs and poor teachers.[16] But the chief reason why these programs failed was due to lack of funds. MacCormick also pointed out that:

> "The fundamental principles on which prison education was to rest were: avoidance of mass education and the adoption of individualized instruction, avoidance of reliance on mere stereotyped programs and routines, recognition that inmate education is adult education and not the feeding of juvenile instructions to grownups, a broad and inclusive curriculum to meet all needs, and making interest rather than compulsion the psychological basis of a system.[17]

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15. Roberts, op. cit., P. 15.

16. ____________

17. Ibid.

The preceding statement by MacCormick is very significant and pertinent. Had not this survey been made in 1927-28, his assertions sound as those coming from a 1969 text on the purposes of correctional education. For as long as man has known about individual differences, the learning process and principles of learning, the monotonous and routine situations, the adult mind in contrast to the young child, and what interest and motivation will do, it is indeed amazing that these principles were put into practice long before.

The period beginning in 1929, remarks Roberts, was marked by the following two significant improvements in correctional education: (1) that education is an essential element in a modern program of correctional treatment; and (2) that it should be education of the same type and quality that has been found effective in adult programs in free society.[18] Cavan indicated that:

> "Beginning in 1930, there had been a significant change in the education of prisoners. These changes have stemmed from several sources.
>
> 1. The rapid breakdown of prison industries.
> 2. The development of the Federal Prison System with well developed educational facilities.
> 3. Recent attention of psychiatrists and sociologists to delinquents and criminals has helped formulate a new conception of education as not merely academic or vocational training, but in terms of extensive social education that will help the inmate to adjust to the community when he is released.[19]

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[18] Roberts, op. cit., P. 16.

[19] Cavan, Ruth S. Criminology. New York: Thomas Crowell & Co. 1955, Pp. 476-82.

The statement above concerning attention being given delinquents and criminals is another big milestone in the history of correctional education. It must always be remembered that correctional institutions don't have a homogenous group as its populations, no random sample is made to secure its inhabitants, and they are not picked to keep a statistical balance--all of these people are delinquents and criminals. The correctional institutions begin with 100 per cent failures. This is so often overlooked when statistics are given as to successes and failures of the correctional services. What other institutions begin with all failures?

So, in the light of the delinquent and criminal inhabitants, how can correctional education help these people unless there is an understanding of delinquents and criminals? These persons have different philosophies, aspirations, morals, values and many other characteristics that are not the normal situation. How can they be helped if these feelings are not known and understood?

> "Delinquent behavior is largely incomprehensible to people who conform to the social order. Criminals and delinquent deviations are most difficult to tolerate or comprehend because they reject the important values and means of the social order by which we live. To look at delinquency open-mindedly is about the same as looking open-mindedly at an attack upon ourselves.[20]

Another reason that we tend to have difficulty in the relationship with delinquents is that all of us have difficulty admitting imperfections in ourselves. Everyone has notions of what he would like to be and how he would like others to regard him. To the extent that we are defensive about this, we will have exceedingly harmful differences with delinquents.

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[20] Bureau of Prisons, Re-Educating Delinquents. Oklahoma: Federal Prison Industries, 1961-64.

The Federal Prisons System has provided leadership in affording education for inmates, mainly because of facilities, personnel, and money. In 1933, about 60-70 per cent of all inmates in Federal institutions were enrolled in education work.[21]

The State of New York, especially programs at Elmira Reformatory, Walkill and Clinton Prisons, and California stood out as providing model educational systems in their correctional institutions.

In the 1950s the criminological theory of resocialization was applied. This theory was geared not only towards transmitting academic and vocational skills, but more so, is directed to changing the offender's anti-social values and attitudes. The social education trend of correctional education during the early 1950s was very significant. Roberts continues:

> "At this time many institutions had started activities aimed directly at helping inmates analyze themselves and gain a greater insight into their personal attitudes, values, and social adjustments. More emphasis was being placed on inmate attitudes and personality factors in the usual training activities. Correctional educators recognized that interest and motivation have long been a problem in regular schools. In correctional institutions, where inmates have lost faith and interest in education, it is a problem of greater importance.[22]

Perhaps the most exciting of the recent innovations that have relevance for correctional programming has occurred in the field of education. The present state of correctional education indicates signs of great promise for the future rehabilitation of the offender population. One of the most promising approaches to the problem is the use of programmed learning teaching methods. Special texts and machines present the material to be learned in small units. The student must master each part before going to the next and he proceeds at his own pace. Probably the most significant work has taken place in two places; the Draper Youth Center in Alabama and the National Training School for Boys, formerly of Washington, D. C.

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[21] Haynes, Fred E. The American Prison Service. New York: McGraw Hill, 1930.

[22] Roberts, op. cit., P. 16.

Draper has combined program learning with efforts to change to social climate of the institution.

Except for literacy education, they have created a school that is entirely self-instructional. Theoretically, it is possible for an inmate to move from elementary school to college preparatory training, with the use of programmed instructioned techniques. Specifically designed programs are developed to meet the needs of each student, each working at his own pace. They receive immediate reinforcement and reward rather than criticism and punishment, have an immediate experience of satisfaction and a feeling that any content is learnable.

The CASE program at the National Training School for Boys was designed to measure behavior change and to increase learning through the manipulation of the environment.

> "The CASE project is similar to programmed instruction in that it is based on the theory of operation conditioning. It assumes that a properly structured environment can,

> by offering selected and well designed courses, help direct the behavior of the students to achieve academically and socially desired goals. It involved also an incentive system that provided the core of a token economy.[23]

Study-release programs are a reality at a number of Federal Correctional Institutions, college courses have been brought to a large number of penal institutions and community resources are being utilized on a large scale. Innovations in vocational training also show great promise toward rehabilitation of the offender. Data processing, key punch operating, dental laboratories are just a few vocational areas that have been opened to inmates. And various Federal, State, and foundation grants have opened the doors to most any kinds of correctional program that is desired.

> "It seems that corrections have reached the stage where there is hope for rehabilitating the inmate through education into becoming a self-supporting responsible member of free society. If the innovative programs of the present continue to develop and receive adequate support, and if appropriate research is designed and properly carried out, we may learn that recent education programs have a significant role in the resocialization of criminal offenders.[24]

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23. "Innovations in Correctional Programs for Juvenile Delinquents," Federal Probation, Washington, D. C.: Government Printing Office, December 1968, P. 43.

24. Roberts, op. cit., P. 17.

A PHYSICAL PLANT DESIGN FOR ADULT BASIC EDUCATION IN CORRECTIONAL EDUCATION

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Program Requirements

Leaders in education plan design (National Council on Schoolhouse Construction, 1953) indicate before proper consideration can be given to the design of an educational facility, appropriate educational objectives must be established. How the established objectives are to be achieved, type educational methods, curriculum content and other questions must be determined before plant planning can proceed intelligently.

From the previous statement it is essential education objectives in the correctional setting be identified. These objectives in broad terms are to provide each inmate a program whereby he will acquire basic academic (3 R's) skills, develop acceptable social behavior, and provide occupational competency sufficient for him to become a productive citizen in a free society. It is essential these objectives be made reachable by the inmate in as short a time period as possible.

Now that the education objectives have been stated, methods of obtaining these goals must be established, taking into consideration the inmate or student. That inmates are largely from disadvantaged population elements and have experienced failure in the public school is not disputable (Glaser, 1964; Powers, 1968). To say these adults cannot be successful in educational pursuits would be contrary to findings. A recent study (Mauk, 1969) indicates the inmate student, when given a series of short term task assignments in conjunction with a positive reinforcement, can achieve at a rate equivalent to one school grade after eighty hours of classroom work. Campbell (1961) reports a non-graded prison school provides the most learning in the shortest time for students. That classroom studies be relevant to job or work needs is important. Aller (1968) reports students at the Lorton Correctional Institution achieved at twice the normal rate when vocational training and academic work were integrated and taught by the same person. Glaser (1964) states that, in prison, inmate achievement is the key to successful correctional education programs.

Cohen (1966) indicates a curriculum which permits the learner to academically achieve by successful steps is a useful tool in dealing with an individual's social and behavior problems. The environment controls learning Cohen further states based on results of student progress in an experimental program, case I. Programmed (machine) instructional materials are more desirable than a teacher centered education setting. Tuckman (1969) proposes a school's curriculum should be oriented towards students' future occupational needs, have behavioral objectives sequenced, instruction be individualized and that learning is more meaningful when a student interacts with his environment. Tuckman indicates a student centered curriculum requires modular scheduling, a non-graded school and teachers who will function as guides and interactors rather than as providers of information.

It is apparent the needs of a special facility is required for correctional education. The plant should provide flexibility in program and create an environment which encourages student activity.

The Plant Design

When one considers the most desirable teaching methods in the correctional setting it is obvious the basic education plant should not be a replica of a typical public school where the flexibility of student activities has been mostly limited prior to the 1960's. Recently leading authorities (Sumption and Landis, 1957; American Association of School Administrators, 1960; Farly, 1964) on school construction have indicated the school plant should be designed around student needs and be flexible in design. The education plant must be designed to permit individual student development, and have provisions for flexible scheduling, group activities and varied period lengths for modula scheduling. It is essential the design incorporate features which permit student movement and control with minimum interference to other students. There are at least two basic plant designs which will provide an arrangement giving correctional education the desired scheduling and classroom flexibility and individualization of student activities.

The drawing, figure 1, shows a plant design which will accommodate approximately 150 students during any one period. Students would be programmed from subject specialty centers to the learning center for individual work. Let's illustrate how the correctional education program would function in this design. A new student reporting for school would be evaluated as to his own weaknesses and strengths. Based on this evaluation he would receive a schedule which may include a single, all, or a partial number of subject specialty centers. The schedule may read: Communications, 8:00-9:30 A.M., MWF; Matehmatics, 9:30-10:00 A.M., MWF; Reading, 10:30-11:45 A.M., M-F; Social Studies, T&Th 8:00-9:00 A.M.;

Related Trades, T&Th, 9:00-10:00 A.M.; and Science, T&Th, 10:00-11:45. The student would then report to each area according to his schedule. Instructors in each subject specialty center would program students according to individual needs. It may be half the students (fifteen) could be working on individualized programmed instruction, these students would report to the learning center taking with them their program needs and assignments. These students would not require intensive individual staff assistance. Of the other fifteen students remaining in the subject specialty area the teacher would be working with them on an individual and small group basis depending on student requirements.

The design in figure 2 provides a plant which reverses the method of programming students as described for the facility in figure 1. The student is programmed in the learning center and then to the classroom as his need for teacher assistance occurs. If several students are having difficulty with a similar problem using individualized materials then a more formal teacher directed class period is scheduled in one of the side rooms. Learning center staff would have complete flexibility in scheduling these classes as student requirements dictate.

Concerning the two basic designs considerable arguments could be presented indicating either is superior to the other. Certainly where the student body is small (less than eighty students during any one scheduling period) the design in figure 2 is more desirable. The number of master teachers, teachers having the ability to use a wide variety of materials and individually program students, would be reduced in the figure 2 design. The figure 1 plant design would encourage more selectivity in programming individual students. Students would have available a much wider variety of materials and approaches to assist them in various learning tasks. (This is based on the assumption both systems would be equally supplied on a per student basis.) Teachers should be more efficient in the design represented in figure 1, as they would not have to be a master of all subject areas.

Design and furniture arrangement for a learning center are presented in figures 3 and 4. Figure 3 is representative of a learning center which would be desirable for the building complex in figure 1. A noted characteristic of this center are study carrels located on outside walls, a room for storage of instructional materials located near to the room entry, and a small lobby type area which students may use for relaxing and when waiting for instructions. Figure 4 shows a learning center more compatible to the plant design in figure 2. Note in this type center areas have been designated for specific programs.

A typical subject specialty classroom is shown in figure 5. The classroom is designed for multi-instructional methods and students can be arranged in small groups, individually or as one group. The National Council on Schoolhouse Construction (1953) indicates thirty square feet per student is needed for this flexibility and a shape which is more square than rectangular provides additional flexibility. Furniture which cannot be rearranged, and serve a multi use, such as, individual arm chairs with a small surface for writing purposes should be avoided.

A large room where sixty or more students can be seated at one time is essential for testing, mass instructions, film showing, guest lectures, etc. The multi purpose room in figure 6 shows two different furniture arrangements using the same furniture. Using one arrangement all students can be directed toward one activity and in the other small group activities are possible. By use of a folding partition two medium size classrooms are available.

Two additional classrooms are shown, the purpose of which has not been identified, are on the drawing in figure 1. A related trades classroom is used for a program which relates academic work to vocational training and vice versa. The remedial classroom will house a program designed especially for non-readers, the student who functions below a third or fourth grade level. These students generally have a very short attention span and cannot maintain an independent learning activity for extended periods. As this type person frequently comprises from five per cent to eight per cent of an inmate student body it is necessary to provide a special area in a correctional education plant for the functional illiterate. These two special areas are a requirement for either of the two basic plant designs.

Wiley and Bishop (1968) state there is a need for structured and open laboratories in a non-graded education system. In a structured lab student activities are controlled and directed. In an open lab students would largely control their own activities. In figure 7 general plan requirements of the open lab (library-reference center) are presented. Open labs are used by students during unscheduled periods. It may be used for relaxing, reading a novel, studying a foreign language, researching for particular information, listening and viewing audio-visual aids, etc. The open lab is divided into several areas, subjects suggested in figure 7 only represents a possible subject area to the correctional educator. These areas would have to be selected on the basis of each institution's population.

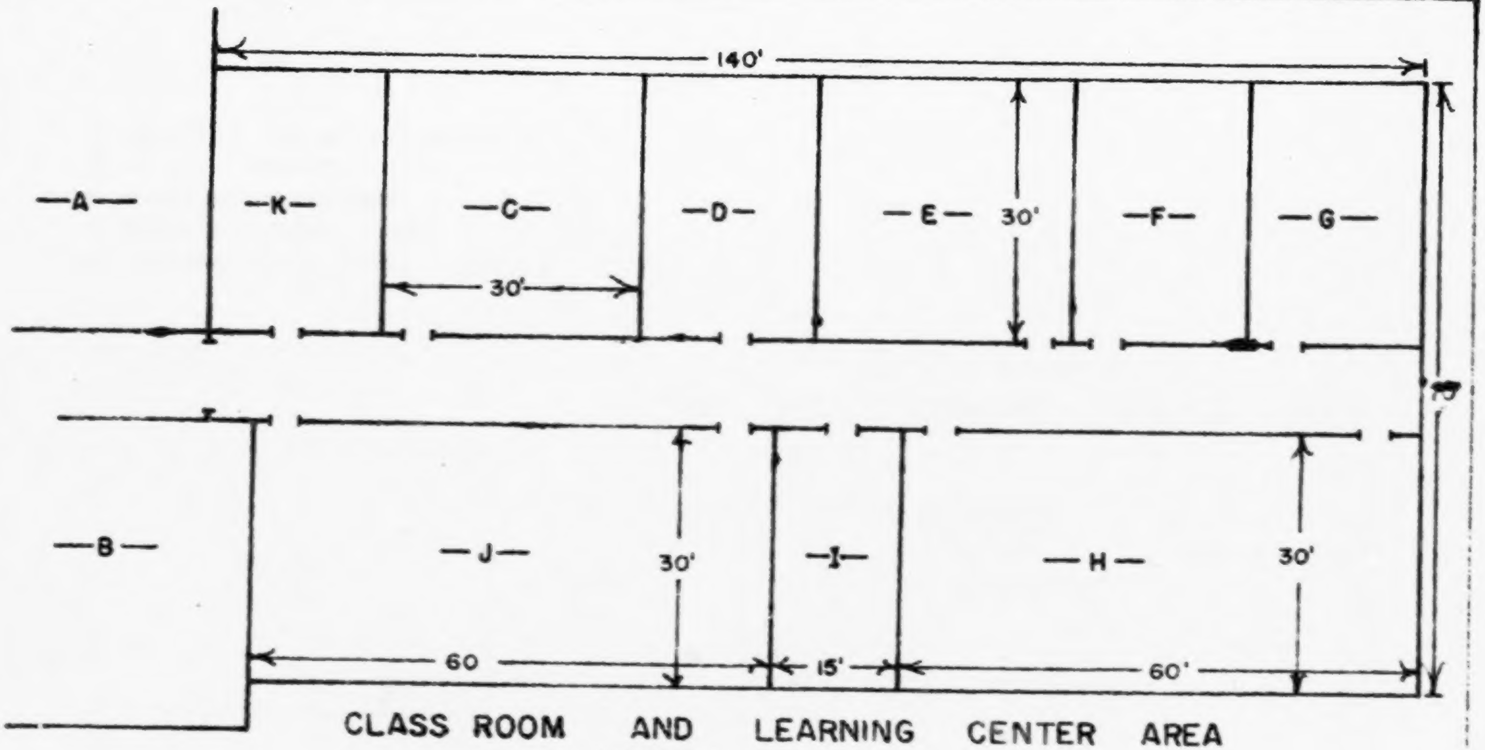
Relationships as to locations of various sections of a basic education plant in the correctional setting is presented in figure 8. Importance of locating different areas adjacent to each other cannot be over-emphasized. Administrative offices, library-reference center, maintenance and personnel service (lounge, restrooms) should be centrally located. Classrooms and learning center as-well-as vocational training area should be out of the main line of traffic but not isolated. Sumption and Landis (1957) suggest many basic plant designs are practical including letter shapes of "T", "H", "L", "E", and "V". Designs of a finger shape and curvilines can be very practical and most pleasant in appearance.

A factor which affects students and staff is the school environment. The American Association of School Administrators (1960) reports personnel and students are stimulated and depressed by their environment. A person's morale, well being, and manner of working with others is influenced by his surroundings. This means space, facilities and equipment must be adequate if the education program is to function at a high level of efficiency. Additionally, the environment can encourage exploration and provide opportunities to do research in ideas and facts. It is for this reason a library-reference center centrally located is necessary.

Summary

No effort has been made to describe architectural design, climatic controls, building materials, etc. for a correctional education facility. The plant should be designed taking into consideration maintenance and upkeep requirements, have ample storage space, and have a pleasing appearance. These are factors which the architect can design into the facility.

The purpose of this paper was to indicate basic correctional education needs: a facility which allows for an individualized program. The plan should encourage student rather than teacher activity. Students should be encouraged to develop responsible behavioral characteristics, this correctional education staff can promote with the non-grade individualized program.

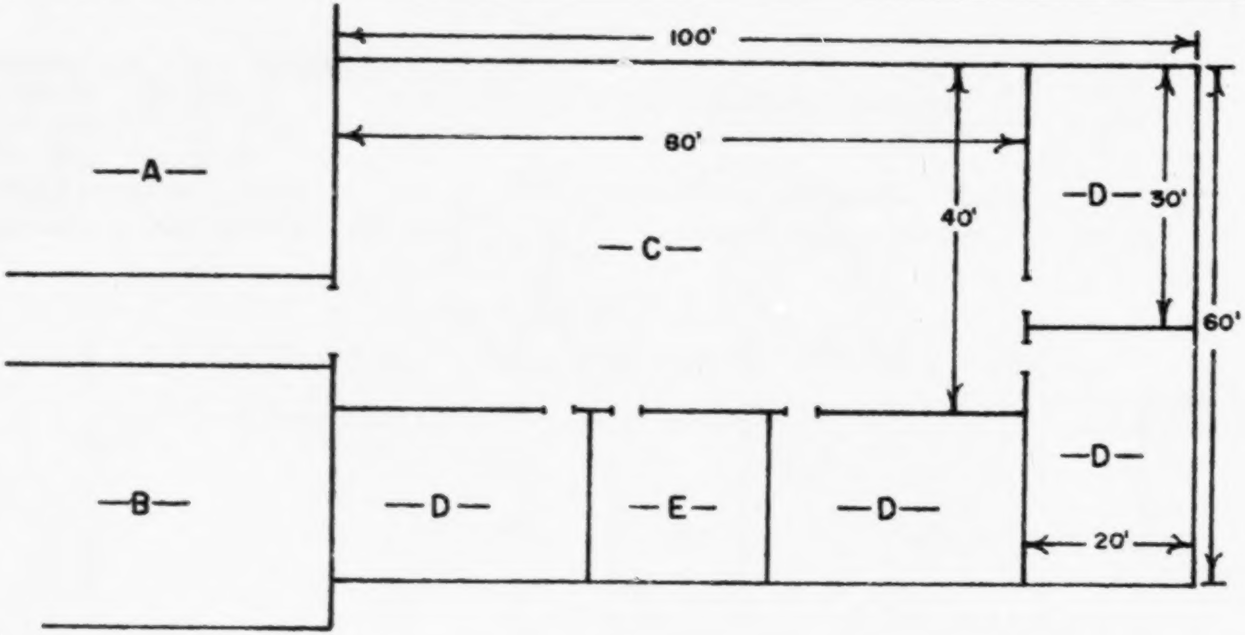

140'
—A—
—K—
—C—
—D—
—E—
30'
—F—
—G—
30'
10'
—B—
—J—
30'
—I—
—H—
30'
60
15'
60'

CLASS ROOM AND LEARNING CENTER AREA
——DESIGN A——

A. LIBRARY —— REFERENCE CENTER
B. ADMINISTRATION AREA
C. RELATED TRADES
D. SCIENCE
E. READING CENTER
F. COMMUNICATIONS CENTER

G. NUMERICAL CENTER
H. MULTI-PURPOSE ROOM
I. STORAGE
J. LEARNING CENTER
K. REMEDIAL CENTER

(FIG. 1)



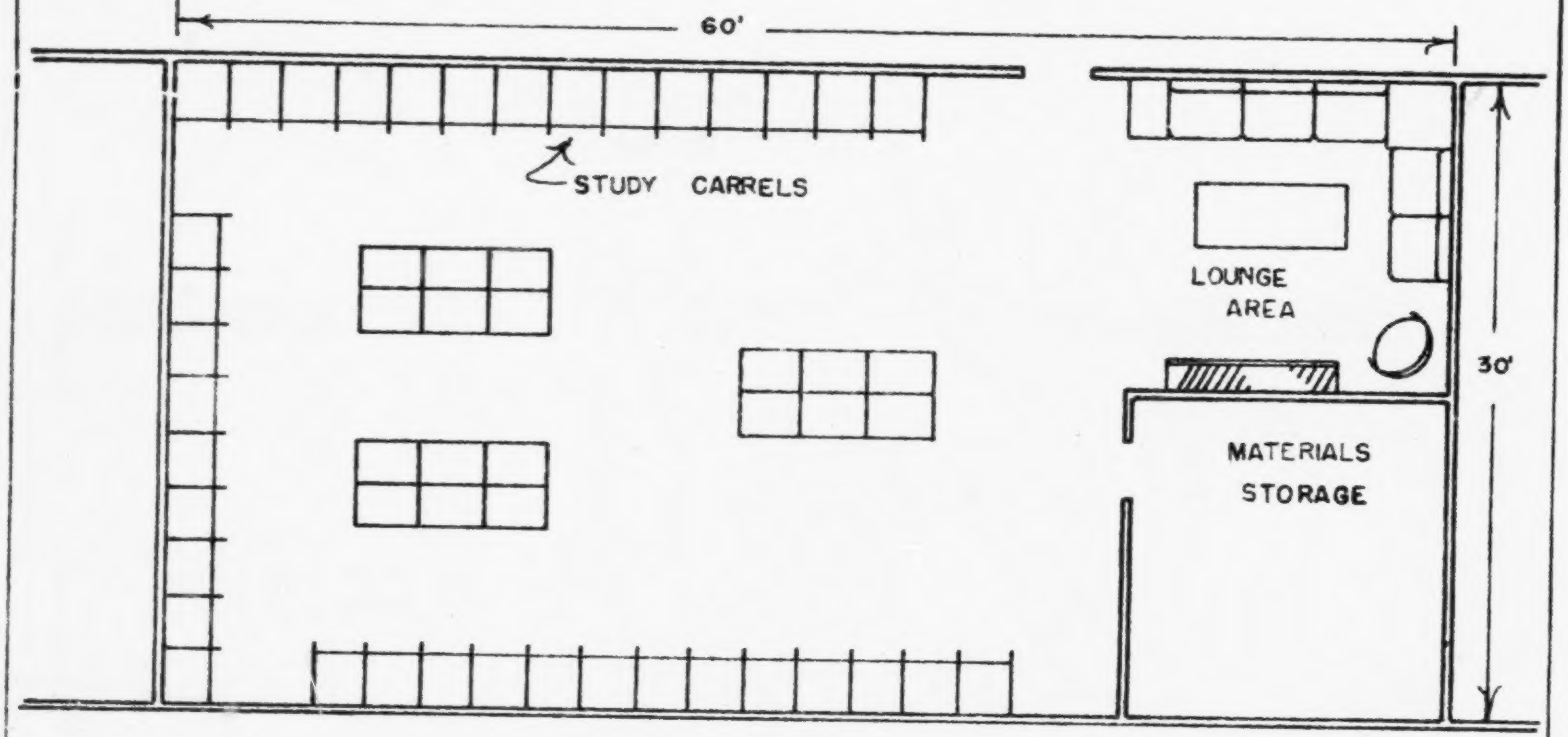
100'
80'
40'
30'
60'
20'
—A—
—B—
—C—
—D—
—D—
—E—
—D—
—D—

CLASS AND LEARNING CENTER AREA

——Design B——

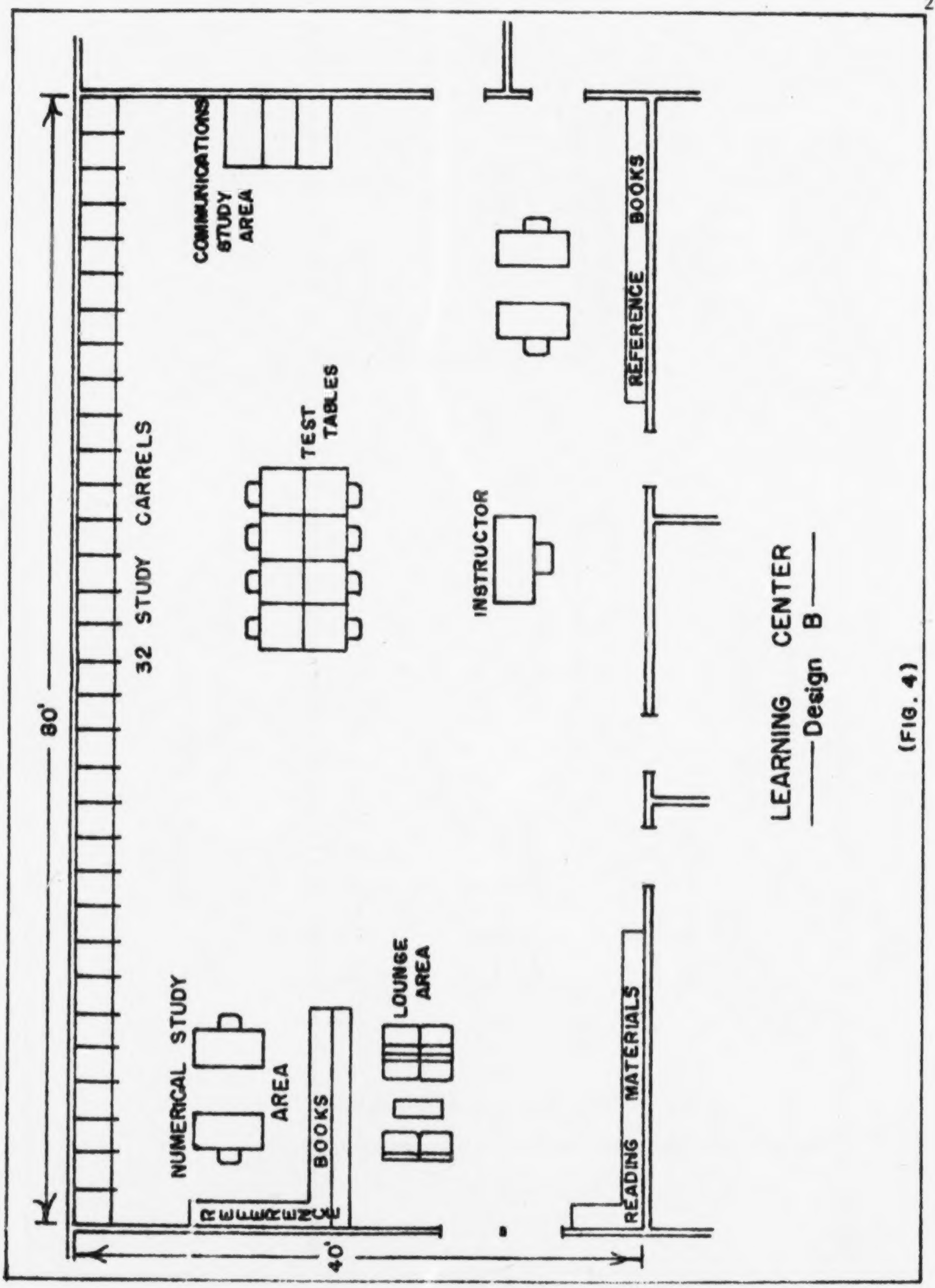
A. LIBRARY—REFERENCE CENTER
B. ADMINISTRATION AREA
C. LEARNING CENTER
D. CLASS ROOMS
E. STORAGE, MATERIAL ROOM

(FIG. 2)


60'
30'
STUDY CARRELS
LOUNGE AREA
MATERIALS STORAGE

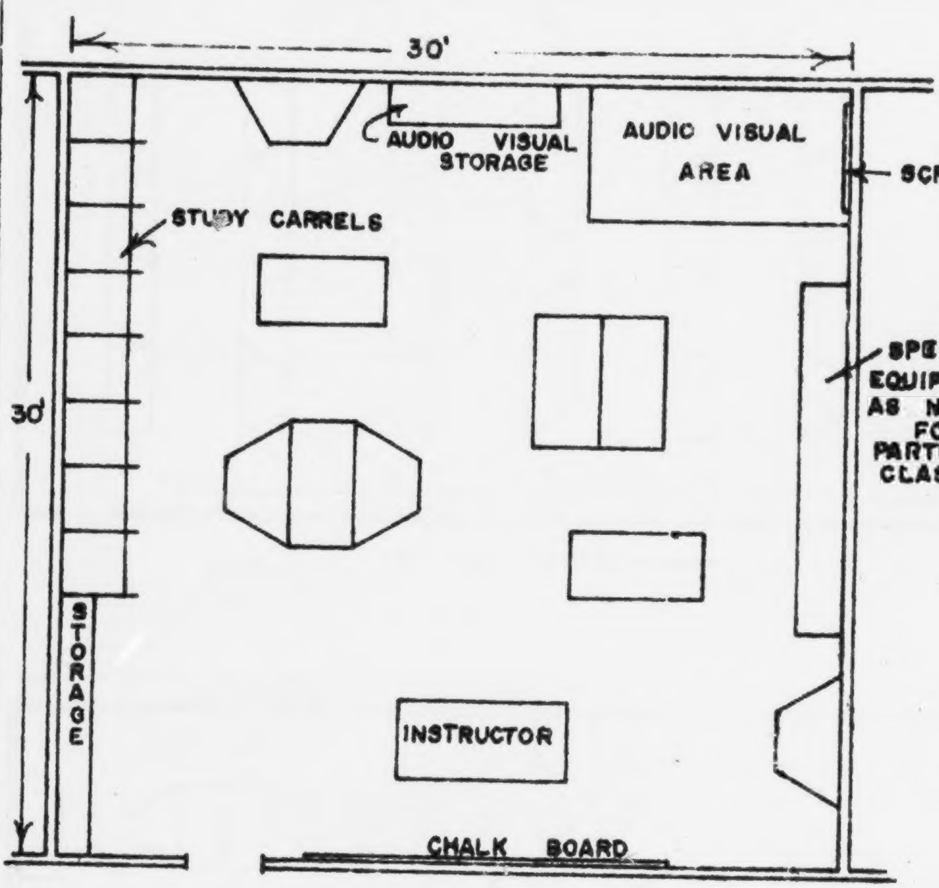
LEARNING CENTER
— Design A —

(FIG. 3)


80'
40'
32 STUDY CARRELS
COMMUNICATIONS STUDY AREA
TEST TABLES
INSTRUCTOR
REFERENCE BOOKS
NUMERICAL STUDY AREA
BOOKS
REFERENCE
LOUNGE AREA
READING MATERIALS

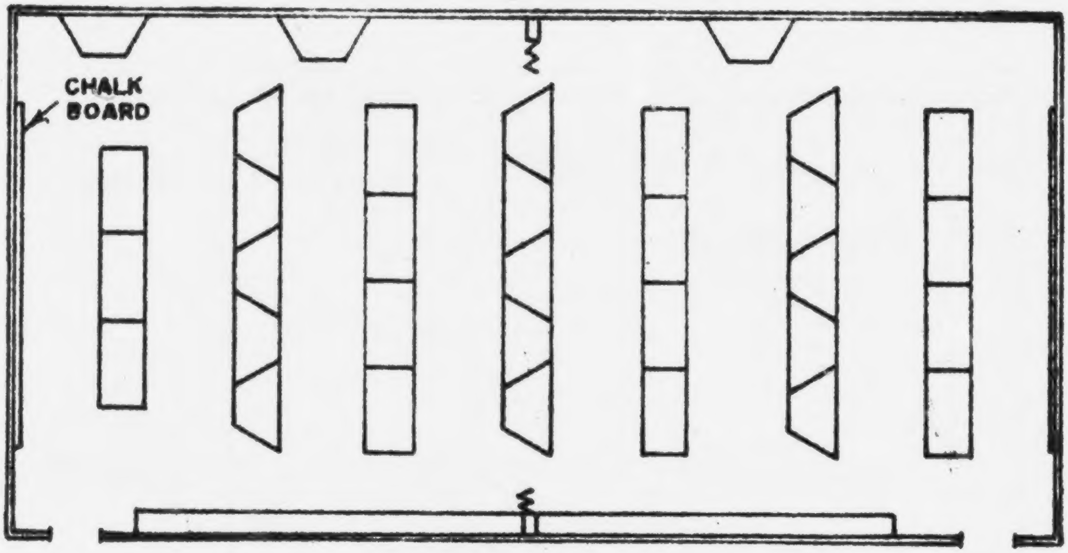
LEARNING CENTER
—Design B—

(FIG. 4)

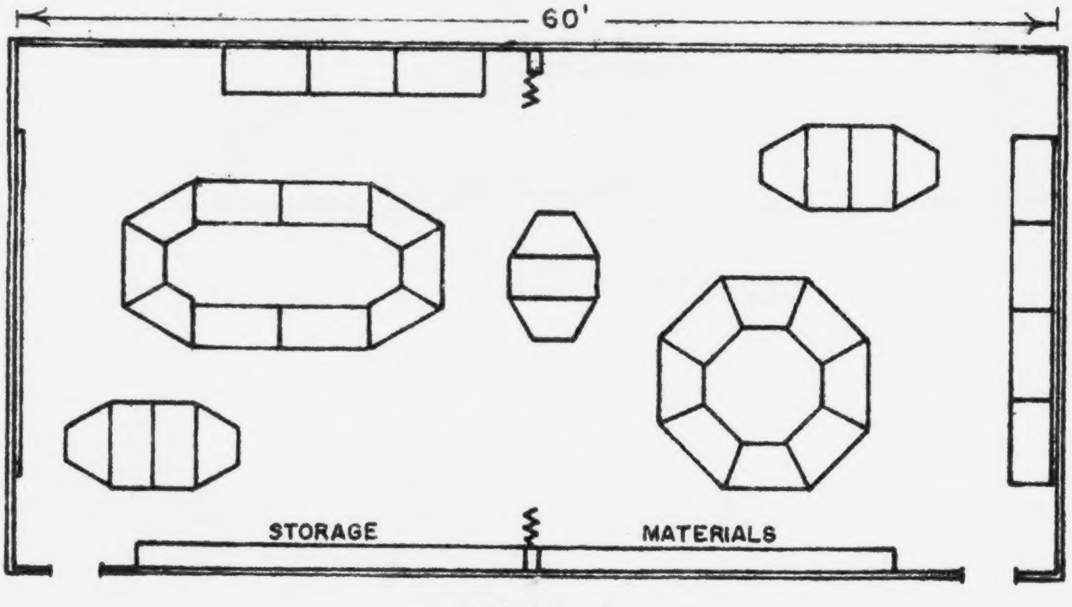

30'
30'
AUDIO VISUAL STORAGE
AUDIO VISUAL AREA
SCREEN
STUDY CARRELS
SPECIAL EQUIPMENT AS NEEDED FOR PARTICULAR CLASSROOM
STORAGE
INSTRUCTOR
CHALK BOARD

— CLASS ROOM —

(FIG. 5)


CHALK BOARD

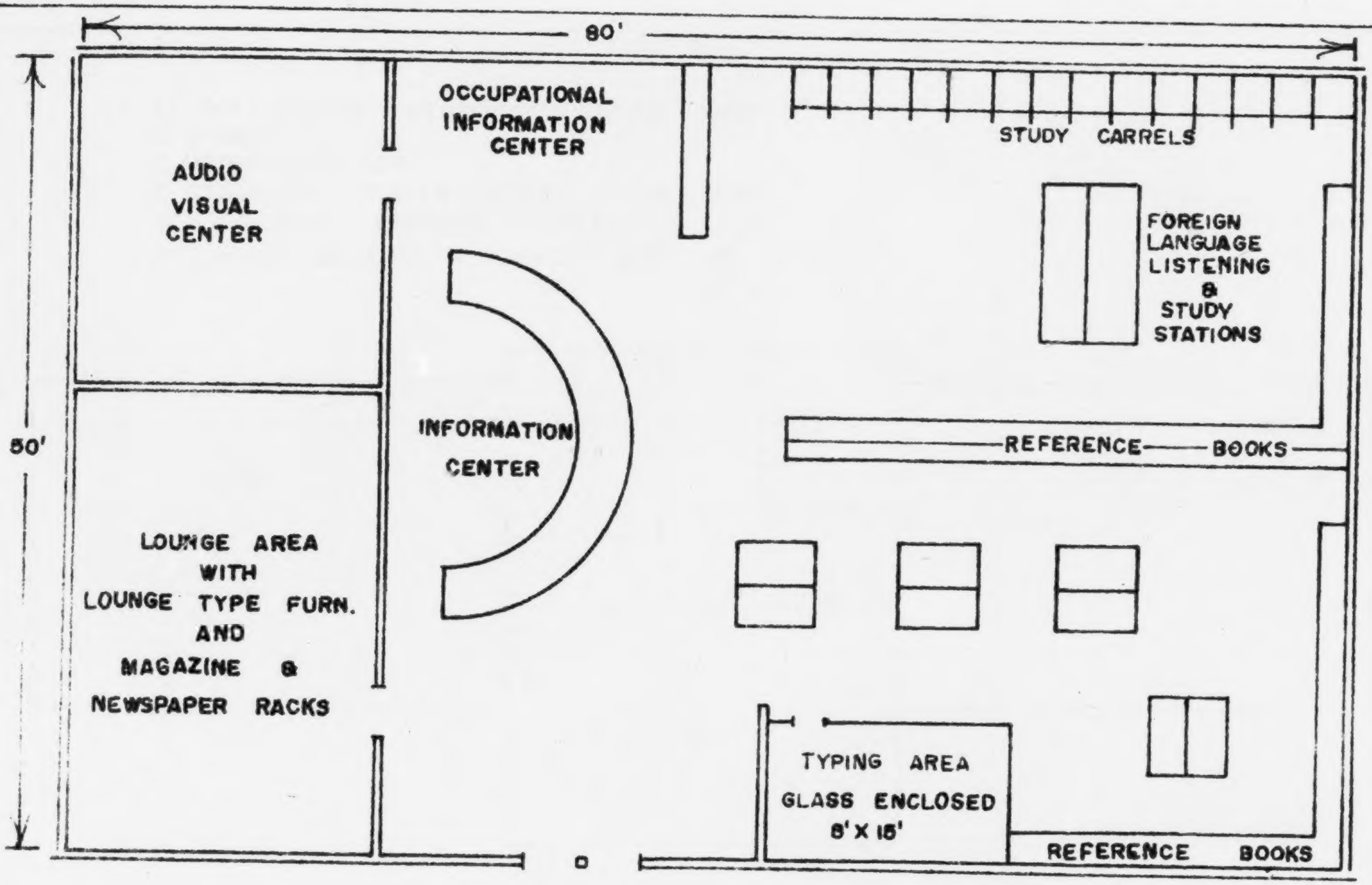
—— DESIGN A ——


60'
STORAGE
MATERIALS

—— DESIGN B ——

—— MULTI-PURPOSE ROOM ——

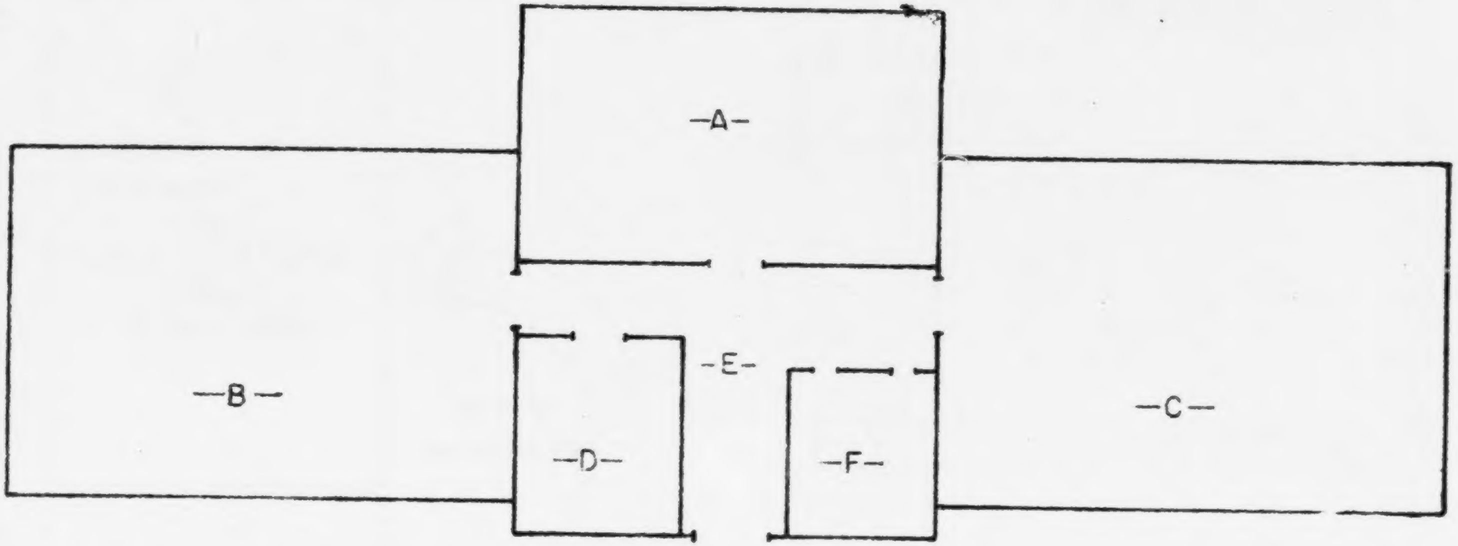
(FIG. 6)


80'
50'
OCCUPATIONAL INFORMATION CENTER
STUDY CARRELS
AUDIO VISUAL CENTER
FOREIGN LANGUAGE LISTENING & STUDY STATIONS
INFORMATION CENTER
REFERENCE BOOKS
LOUNGE AREA WITH LOUNGE TYPE FURN. AND MAGAZINE & NEWSPAPER RACKS
TYPING AREA GLASS ENCLOSED 8' X 15'
REFERENCE BOOKS

LIBRARY —— REFERENCE CENTER

(FIG.7)

CORRECTIONAL EDUCATION — TRAINING PLANT DESIGN



A. LIBRARY — REFERENCE CENTER, 4000 SQ. FT. MIN.
B. VOCATIONAL TRAINING CENTER
C. LEARNING CENTER — CLASS ROOM AREA
D. ADMINISTRATION
E. LOBBY
F. REST ROOMS — PERSONAL SERVICE AREA

(FIG. 8)

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USE OF INMATES IN INSTRUCTIONAL ROLES

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I. Introduction

The mission of the Federal Prison Service, as defined by the Attorney General, is the correction of the offender. Implicit in this mission statement is the expectation that the Bureau and its institutions will organize and apply all available resources to prepare offenders for return to the community, and that effective and efficient procedures will be developed to assure their reintegration into society.

In any given adult institution where sophisticated offenders are incarcerated, one may find former teachers, principals, accountants, linguists, and others possessing advanced technical or college training. Even high school graduates, with the necessary interest and dedication, can be utilized in varying instructional roles. Correctional educators should seek to find teachers with the qualities of maturity, warmth, sensitivity, understanding, and perceptiveness, on the theory that these traits could be applied in the teaching of adult basic education to the benefit of the inmate students. In addition, and understanding of poverty, culture deprivation, ghetto family structure, and the unique life pattern of offenders can be appreciated by a fellow offender. Some educators feel that the "middle class" background of most professional teachers serves as an obstacle to the development of rapport between the teacher and the culturally deprived student. This obstacle is more apparent in a correctional setting, and what better way can one find to bridge this cultural gap than by using inmates in instructional roles?

Because there is not an abundance of printed material on the use of inmates in instructional roles, this paper will deal primarily with programs existing in a Federal adult institution, where inmates play a significant role in the instructional setting and how this can be implemented in other correctional institutions.

During recent years there has been a marked increase of non-English speaking persons entering correctional institutions. If these non-English speaking persons are American citizens, and plan to remain in this country upon release, institutions have an obligation to raise the basic education level of these inmates so they can re-enter society as productive citizens. In addition to being nonliterate in English, a large percentage of this Spanish-speaking element is also illiterate in Spanish. This is also true of some of the French and Italian inmates. On the other hand, there are usually several non-English-speaking inmates having advanced educations, and in some instances teaching experience as well.

Naturally, recruiting qualified teachers to teach these illiterate non-English students would be almost impossible; therefore, inmate instructors are used in meeting the educational needs of this group.

In most correctional institutions a large percentage of the population is made up of ghetto, Appalachia, and other so called "disadvantaged persons." In these groups, one would also find inmates that are capable and willing to help their less educated counterparts. Again, it is difficult to recruit professional teachers with an understanding of the unique problems and needs of this segment of the population. In no way is it implied that civilian teachers cannot reach these students, but combining the expertise of civilian teachers with the assistance of inmate aides, valuable gains can be expected.

Those correctional institutions have a resource of qualified inmates possessing the maturity, sensitivity, and dedication to share this experience and training, to help uplift follow inmates, could strengthen their instructional program by using inmates as teachers, tutors, classroom aides, and learning laboratory aides.

This paper will discuss the use of inmates in performing the above stated roles, calling special attention to the advantages, restraints, guidelines, and benefits to be derived by inmates both in the learning and teaching roles.

II. Instructional Roles

Any correctional institution that has inmates with the interest and ability to be used in instructional roles, and is permitted to utilize inmates in such roles, should capitalize on this valuable resource. As previously stated, the use of inmates is important in alleviating the barrier that often occurs between inmate students and staff personnel.

The use of inmates in such instructional roles varies greatly, depending on the educational needs of the population,the philosophy of the administration, the availability of qualified instructional personnel, the methods of instruction, and the physical setting of the education department.

A. Using Inmates as Teachers

1. General Classroom Instructors. The varied goals, aspirations, and interests of inmate students make it almost impossible for

administrative personnel to supply sufficient teachers to meet these needs, whereas there may be a qualified inmate that will take over as specific class. Inmate teachers are often used to teach special interest courses such as first aid, foreign languages, clerical courses, drafting, and many other advanced courses. Occasionally it is necessary to use inmate teachers for adult basic education.

For basic education, with its unique motivational problems, it is usually best to select inmates with teaching experience, especially for the low-level classes. A study of teachers in ABE programs (Pagano, 1968) concluded that in an evaluation of trained teachers, college graduates and high school graduates, the trained teachers were more successful in teaching the functionally illiterate adults. Their training in basic language skills appeared to be a strong factor in unlocking the complexities of learning to read.

This study also shows that high school graduates were more successfully utilized in working with students within the "normal range"; however, most high school graduates were of similar background with their students, probably accounting for their success. This factor supports the theory that common background and understanding of the student's basic problems and needs is significant in using inmates as teachers.

An advantage of using college graduates without teacher training is that without prior educational philosophy, they can adapt more readily to unique educational systems. Based on the above statements, one can conclude that in the wide ranges of adult basic education needs in correctional institutions, inmates of varied abilities, if properly placed, can be invaluable in instructional roles.

2. Using inmates as teachers to teach specific skills. Once students have acquired the basic language arts, they should receive increasing instruction in computation and social living skills. As previously stated, some institutions have inmates with scientific, mathematical engineering, and advanced work in other fields. Unlike most civilian teachers, these inmates are familiar with industrial and occupational job requirements and can be used to teach computational skills, as required in specific occupations. As an example, an ex-engineer or designer, being familiar with the mathematical requirements for draftsmen, machinists, and other industrial production workers, can gear instruction to occupational requirements. The presentation of materials geared to practical applications, instead of abstract material, increases the trainees' motivation to learn.

Such social living skills as first aid, personal hygiene, music appreciation, history, and culture can be taught by inmate instructors, after trainees have acquired basic reading skills.

3. Using inmates as teachers to teach small groups. Inmate teachers, like other ADULT education students, have highly diversified needs, and, in order to meet these needs, individualized instruction is imperative. In order to do this successfully, grouping is necessary. The basic advantages of grouping are as follows:

a. Individuals have differen rates of learning

b. People learn differently

c. Groups make it possible for the teacher to give individual instruction

d. Individuals learn from each other

The teacher must maintain close contact with various learning groups. By utilizing inmates to work with small groups, the teacher can maintain better supervisory control over the classroom. Inmates functioning in this role can be teacher's aides, or team teaching can be implemented.

Inmate teachers may work with groups ranging from two students to any number with like needs, interests, and ability.

4. Tutoring (one-to-one ratio). Typically in an instructional setting there will be several individuals who, because of their academic level and emotional state, cannot adjust to normal classroom conditions. If some type of learning laboratories or specialized materials are not available, assigning of another inmate as a tutor may be necessary. Usually in tutoring situations, a one-to-one approach is used. Although experienced teachers could be used as tutors, it is usually impractical to tie up a talented person to teach only one individual. Tutoring can be successful with the tutor possessing almost any academic level, providing it is higher than that of his pupil. In a classroom grouping a student reading on 3.0 level was successful in teaching reading to another student. This tutor had an abundance of patience and understanding, and, in helping his peer, he also improved his own reading ability. This is not a suggested method, but is pointed out to emphasize the varied approaches to instruction. Also, there are numerous inmate students that experience anxieties in a classroom situation because of a feeling of embarrassment for their inadequacies in group situations, but who will perform well when tutored by another individual in which he has confidence.

B. Using Inmates as Teacher's Aides

Some institutions are reluctant to assign inmates as teachers.

They may have a legitimate rationale, but a wealth of talent may not be utilized to its maximum. However, where inmates are not used in full roles as teachers, they can serve valuable functions as teacher's aides.

In positions as aides, inmates may relieve the teacher of routine clerical duties, secure instructional materials, help set up demonstrations and projects, serve as group leaders, and help the teacher in carrying out individualized instruction.

In addition the inmate can help in the selection of instructional materials that will meet the needs of his peers. The inmate learning reacts favorably to materials which deal with his own ideas and interests. An inmate aide is usually familiar with these ideas and interests.

1. Routine Clerical Assignments. The teacher's primary responsibility is for instruction, but numerous routine nonprofessional duties are required. In order to free the teacher as much as possible from these other demands upon his time, an aide can be used. Inmate aides can handle most routine clerical duties, such as typing, reproduction of materials, record keeping, and checking attendance. The aide can help in inventorying materials, safeguarding materials, and performing other clerical duties.

2. Securing materials. Even in the best planned classes it sometimes becomes necessary to secure materials to complete a lesson or some other project. Because the source of material is usually located away from the classroom, valuable class time is wasted if the teacher has to leave the class to secure them. An efficient inmate aide can secure the necessary materials for the class. An inmate aide should be so familiar with classroom procedures and operations that he can readily

secure the needed materials without consuming the teacher's time in explaining. The efficiency of a good aide should be similar to that of a surgical nurse. An efficient nurse anticipates the surgeon's needs as second nature. Likewise the aide should anticipate the teacher's instructional needs without being told.

An aide, working closely with the teacher, can help in diagnostic work towards individual needs, and can be instrumental in selecting materials that will aide the instructor in his program. The inmate will have an excellent understanding of the inmate population and methods of establishing rapport with the students.

3. Using aides to promote individualized instruction. Most groups are heterogenous, which poses the problem of determining the teaching level. The range of individual differences is broad, and the teacher, in reaching the group, can only attempt to reach the majority. At the same time, he must provide for the minority, which consists of students at both ends of the distribution curve. Weaver and Ceni (1960) state "The teacher must teach the group and instruct the individual (p. 91)."

In order to instruct the individual the teacher must group the students. These groups must vary in size depending upon the common factors diagnosed in the individual students. How can the teacher teach and do justice to all of the groups or individuals?

As stated by Warren (1964), "grouping isn't really easier on the teacher, but really more demanding." In order to offer really meaningful individual instruction, teacher aides or group leaders can help the teacher.

The above mentioned publication suggests these techniques: buzz groups, round table, role playing, and symposium. In addition to these groups, with the emerging of various programmed material, one is likely to find classes with each individual working on a different assignment. In order to serve the needs of this type of class, the aide can help the teacher in moving about the room to help individuals with their problems. In a classroom of this type the teacher's and aide's roles change from teacher to instructional manager. This method is extremely popular in correctional institutions as it is likely that the traditional classroom and teacher were probably important factors in the inmate's initial decision to drop out of school.

Because inmates are generally hostile towards traditional school experiences, the teacher should stress individual instruction and, in making it effective, implement the use of inmate aides to reach the unique need of each student.

In many instances commercial material for individual needs are not available, and teacher-made material will be required. Again, this requires valuable teacher time. Aides can translate the teacher's ideas into actual instructional materials. Materials such as charts, flash cards, and diagrams to meet the individual needs can be prepared by teacher's aides.

Inmates possessing artistic abilities can be used in the above roles to help produce instructional material for classroom use.

C. Learning Laboratory Aides

In a learning laboratory one may find programmed material, electronic devices, computers, and other automated devices. In correctional education the trend is toward learning laboratories and automated devices. Notwithstanding, they have their proven value, and one is not likely to witness a decrease in reliance on automated equipment, but, rather, an upsurge in its usage and an increase in its capabilities in coming years.

One may become so eager to use automated devices that one fails to recognize all of the shortcomings as well as the potentials. A recognition of the potential values should not preclude an understanding of the limitations of automated instructional programs. However, the limitations of computers in developing certain skills have been identified by Brights (1967),

> ". . . they can't do everything. They do not teach the student to formulate ideas or to express his ideas clearly and defend them against criticism of his peers. They do not teach him to think confidently before a group or to learn that when you talk to different groups you express things in different ways. They do not teach him to use color in what he writes or says. They do not develop the student's creative ability. These are the things that are really going to be important in the society of 1980 and 1990 (p. 340-343)."

Conclusions from the above statements point out the importance of providing aides in the most lavishly equipped learning laboratory. Inmate aides can help "humanize" the laboratory. Aides, with electronic experience, can be used to operate and service electronic equipment. Aides with artistic ability could be used in preparing materials.

1. Operating and Maintaining Equipment. Although there are machines designed to teach basic skills, the operation of some of these sophisticated machines is quite difficult, and improper use can cause expensive damage. Also, the delicate construction of some machines requires constant maintenance and service to operate properly. The

assignment of inmate assistants to the learning laboratory for maintenance can enhance the effectiveness of the instruction to other students, the aide can gain valuable occupationally-oriented training that may help increase his job opportunities upon release. While he is showing others how to operate these machines he may have to answer various questions for the trainees, thus bridging the social gap caused by impersonal machines.

2. Preparing and Modifying Instructional Materials. Commercial instructional machines and materials are usually based on researched needs, but in correctional institutions, these may be diagnosed as unique needs, and instructional materials will have to be produced locally. The laboratory director and other teachers may develop specific programs and materials and select qualified inmate aides to perform the artistic skills, such as drawing, coloring, rendering and producing an acceptable end product. Aides with understanding of specific educational needs may also produce programmed materials.

The selection, supply, filing, and upkeep of soft goods could well be handled by a qualified aide, freeing the director for more important details. Many language and vocabulary machines can be purchased with prepared programs or locally made programs can be produced at a reduced cost. An inmate laboratory aide, possessing the required linguistic ability and vocabulary, can develop worthwhile programs and can work with speech deficient individuals by demonstrating tongue and lip movement and other speech techniques. These would be impossible on the most sophisticated language machines.

III. Selecting Inmates for Instructional Roles

Extreme caution must be used in selecting inmates for instructional roles. As pointed out by Pagano (1968), certified teachers, college graduates, and high school graduates, preservice training, inservice training, and supervision are paramount requirements for teachers regardless of background.

Academic background alone does not assure a good inmate teacher. Factors such as attitude, interest, understanding, and sensitivity should be observed. Attention should be given to the type of offense of the inmate in an instructional role. A child molester will have difficulty developing rapport with other inmates who have children. Other sex offenders or deviates will experience similar difficulties.

The length of the sentence the inmate is serving should also be a factor as changing teachers in the middle of a program may affect the learning process and frequently suitable replacements are not available.

IV. Restraints

There are numerous restraints limiting the use of inmates in instructional roles. In most youth institutions one cannot find youths with the necessary maturity and experience to be used as teachers, so their function is usually limited to teacher's aide.

Although an inmate teacher is usually accepted and respected by his peers, some inmate students are reluctant to attend classes taught by inmates. Some feel that there is no "image" to identify with, as the inmate teacher, in essence, also represents a "failure," in spite of his academic ability.

Class control and accountability is another restraint to using inmates in instructional roles. Inmates are without authority to enforce regulations and may in some instances "cover up" for a peer. In addition, standardized tests are not considered valid if corrected and recorded by inmates, as they are without authority to prevent copying and cheating, and may even yield to pressures to alter grades.

These restraints may appear monumental, but it is felt that the benefit derived from using inmates in instructional roles with the proper training and supervision overshadow these restraints.

V. Summary

The work load for inmates in instructional roles may sound heavy, and the material compensation, if any, is usually small compared to the demands. However, this experience is both beneficial to the inmate students and the inmate teacher. In addition to raising the basic educational level of the student, the teacher also learns both new academic material and human understanding.

Some inmates, after serving as aides in instructional roles, develop an interest in Adult Basic Education and pursue teaching adults as a career upon release. Others develop interest in the production of educational materials for adult basic education.

A pamphlet published by Church Women United asks this question:

> "Are there any benefits for the volunteer in Adult Basic Education? . . . Yes, a volunteer will know that she contributed to the personal development and dignity of her disadvantaged neighbor. She will understand through personal contact the social and economic handicaps in the life of the educationally disadvantaged adult. She will see more clearly the roles of national, state, and local governments in providing better educations for all. She will understand how the private sector can support wholesome community development. In short the personal relationships and new experiences coming out of active concern for the educational needs of others will bring a whole new dimension into life."

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GENERAL PROGRESS OF CORRECTIONAL EDUCATION

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New Jersey State Prison

Programs of Adult Basic Education in correctional institutions, a relatively new innovation, need revitalizing. Those of us attending this seminar are well aware of this need and are apparently concerned enough to take time from our own duties to assume an active role in these proceedings.

To help lay a foundation for the work which we will do while here, I will limit my remarks to a brief presentation of some of the history behind correctional education in this country.

Correctional education when traced back to its inception in our country is believed to have originated with the prison chaplain whose total effort toward educating prison inmates was basically religious in nature. Prior to the start of the nineteenth century the only book made available to prison inmates was the Bible. Chaplains were charged with the duty of instruction and were told to confine their efforts to teaching offenders to read (but not necessarily understand) the Bible. The characteristic form of instruction consisted of the chaplain teaching the rudiments of reading and/or arithmetic, when permitted, to a prisoner through the grated door of his cell in a semi-dark corridor barely illuminated by a dingy lamp.

Probably the first written record of an attempt at education for prisoners in the United States dates back to 1773. The old Walnut Street Prison, founded by the Philadelphia Quakers, had as its clergyman one

William Rogers. Now listen to this: The prison administration grew extremely fearful and apprehensive when the Reverend Mr. Rogers announced that religious services and instruction would be held for the prisoners. The principal keeper ordered that a cannon be brought into the prison and placed beside the pulpit aimed directly at the inmates in attendance. Stationed beside the cannon was a guard with a lighted taper, ready to ignite the cannon at the first sign of a rebellion.

For the next one hundred years correctional education remained stagnant with little significant progress recorded. Penal institutions continued to be places without rehabilitative efforts until the opening of Elmira reformatory in New York in 1876. In that year, the Reverend Jared Curtis, first resident chaplain in Auburn, New York, initiated a program to teach illiterate offenders using theological students as teachers. In 1847, two full-time paid instructors were employed at each of the state prisons in New York state. This was the first such action in the United States. However, educational programming as a treatment effort remained under the direction of the prison chaplain.

Massachusetts in 1867 formalized its education program at its state prison under the leadership of Warden Gideon Haynes who convinced the state legislature to appropriate $1,000 for the purchase of textbooks to teach illiterates in semi-weekly held classes. I would venture a guess that this amount is comparatable to what is appropriated for many of the educational programs in our institutions today.

The 'First Correctional Congress' held at Cincinati, Ohio in 1871 with one-hundred and thirty delegates attending adopted a declaration of principles which acknowledged the importance of prison education.

In 1896, the New Jersey Reformatory at Rahway, now a prison, was built and established partially as a vocational school.

In 1930, the Sixtieth (60th) Annual Correctional Congress amended its Declaration of Principles and stated in part that recreation was considered an indispensable factor of normal human life and thus an essential part of any program of education.

The Sixty-first (61st) Congress in 1931 appointed a committee to promote better educational programs and library facilities in penal and correctional institutions.

Finally in 1932, educational personnel in corectional institutions began trying to convince their administrators that, although important, academic instruction, library facilities, and religious guidance had no direct connection with the more serious problems a prison released man or woman encounters upon returning to society.

Something more was needed. Something which would help rectify and ease the many misconceptions the offender has about life and living. The serious business of adjusting to the demands of society has to be made somehow easier for the released inmate.

In 1963, a New York state commission stated in part that socialization of inmates must be considered in any program of rehabilitation. This commission defined 'socialization' as a process of behavior and attitude changes in offenders so that they may be able to cope with the multitudinal problems they face upon release in the free community. Professionals call such programs: life adjustment, social re-education, or social adjustment.

Correctional education may be considered to have two major objectives: (1) development of the individual, and (2) transmission of the social heritage. These objectives are closely related and neither may be fully attained without ample provision for the other. It therefore follows that the content of correctional education is valuable insofar as it meets the needs of the individual and society.

In my opinion, the entire area of correctional education programming, whether it be academic, vocational, or recreational must include these following six (6) objectives:

1. To motivate the offender to regard his stay at the institution as an opportunity to alter his thinking and to act in ways which will lead to socially acceptable choices.
2. To convey to him the concept that energy expanded in delinquent or criminal behavior is potentially positive and can be rechanneled into socially tolerable directions.
3. To give him some awareness of those concepts which constitute the internal aspects of his personality structure.
4. To teach him those concepts which will enable him to understand better the reality of the overall social structure in which he lives.
5. To teach him ways of adjusting to the problems involved in the interaction between his personality structure and that of society.
6. To prepare him to face the problems peculiar to all offenders upon release and to equip him with information which will enable him to cope with the demands of everyday living.

It is believed that a problem-centered experience curriculum in all educational areas permits the class group to work together on a common problem in which they have a common interest. Learning experiences must be provided in terms of the offender, not in terms of arbitrary standards of achievement common in some school systems where they have failed. Learning experiences must be at the level of each offender's aspirations and readiness and should be conveyed through the process of group discussion and group interaction.

Major changes in educational programming are taking place in correctional institutions as a result of the changes in the social order. The movement away from the conventional classroom to the learning center, the expansion of the library to an instructional materials center, the increasing use of programmed instructional materials, teaching machines, teacher's aids, training for skill clusters rather than single occupations, study release time, community college and four year college programs of study and Adult Basic Education programs represent some of the more recent progressive advances adopted in correctional education.

In conclusion, I would like to say that no matter how carefully programs and general curriculums are designed they become outdated almost before the ink has dried on the paper they are printed on. This obsolescence occurs because social conditions are constantly changing. The necessary updating then beomes the responsibility of the correctional teacher, for it is he who must synthesize the development of intellectual insights into the emotional and personality problems of the offender with the social order. The offender will then better understand the reality of society's demands and the adjustment problems involved in the interaction of the individual with the society of which he is a part.

Should this be accomplished, the educator in corrections will have assisted the offender in making choices, adjustments, and interpretations so that he may continue to grow in his ability for self-direction and hopefully never return to confinement.

INDIVIDUALLY PRESCRIBED INSTRUCTION THROUGH TEACHING MACHINES

Glen L. Henrickson
Federal Penitentiary

Teaching Machines - a name which immediately conjures a multiplicity of images from a simple paper roll machine to an intricate computer complex as is now being successfully used in many educational facilities from New York to California.

Teaching Machines, as we refer to them, are generally credited to S. L. Pressey (Ohio State University, 1926) who, some forty years ago originated a self scoring machine for giving examinations and was used as a self testing unit. The machine was considered effective, but the idea was, perhaps too advanced for the date, and was resisted until B. F. Skinner (Harvard University, 1954) published a paper on the effectiveness of the practical uses of Teaching Machines.

Basically it is to be remembered the machine exists merely to present the program and that it is the program that does the teaching and the machine facilitates the learning through its instant response feedback mechanism. Unfortunately the word "machine" connotes an image of gadgetry rather than the principle and effect in the same manner the words "washing machine" does not necessarily create images of clean laundry, but rather that of a specific electrically operated object.

A Teaching Machine is designed to serve three functions:

1. Present Information
2. Present Answers

3. Allow individual instruction at individual student's own rate of progress based on his capabilities.

The Teaching Machine is actually a system of programmed learning consisting of tapes - film - slides and other material which are packaged to facilitate self instruction.

These systems have, through the years, become multi-sensory, directionalized in that they endeavor to incorporate as many of the student's senses as are feasible, although it is generally acknowledged that 85 per cent of learning is through the visual sense and only three per cent through the aural sense with the other three senses contributing only one per cent each to the learning process.

The systems are self instructional and self pacing enabling the student to proceed at a rate of progress according to his abilities to absorb, retain and respond.

Note, too, that it is the contents of the program and its sequences that constitute the teaching and not the machine in itself. A projector can be used as a teaching aid through the use of films or slides and will remain only an aid as long as it is controlled by persons other than the individual student. When that student can control the rate of his own progress, with programmed materials, we then have what we concur to be a teaching machine.

The work of developing skills and knowledge through the use of teaching machines, is felt, a definite progressive movement towards the solution of illiteracy and skills--even its present limited use and acceptance is restricted primarily by factors of:

1. Distribution of machines and programs
2. Constant new innovations
3. Limited availability of materials
4. Educated personnel as instructors
5. Cost of machines and instructional areas

A superficial study of these problems reveal the extreme complexity of this new media, and the extension of resources must be justified by ultimate results.

Consequently, it is important that a reiteration be made of a short paragraph appearing in Public Education in American Society, by Kenneth Hansen, (Prentice-Hall, Inc., 1956)

> For all our boasting of being an educated nation, a nation which provides universal and compulsory education for all its citizens, the cold fact remains that we still have a shocking degree of illiteracy in the United States. Complete illiteracy, total inability to read and write, is not a particularly serious problem in this country. But functional illiteracy (defined by the Bureau of the Census as those with less than five years of schooling) constitutes a problem of grave national importance.

The importance of Adult Basic Education is reflected too, by the staggering statistics that of 30 million additions to our manpower rising from the ranks of sixteen year old youths and up, nearly two million have not exceeded the eighth grade, nearly eight million will not have finished high school. More distressing is that eleven million of these thirty million are functionally illiterate.

Consequently, the objective of Adult Basic Education is to present a program that will raise computational skills and the literacy factor as quickly as possible, interestingly, and programmed to meet individual needs.

In the book "Programmed Instruction" by the yearbook committee of 1967, Lindvall and Bolvin outline seven steps in the development of Individually Prescribed Instruction.

1. "The objectives to be achieved must be spelled out in terms of desired pupil behaviors."

   The first prerequisite to be developed is to know exactly what it is desired that the pupil should learn. In addition these lists of specific objectives should undergo continuous scrutiny and revision as there is progress. These lists of objectives represent the essential framework upon which all of the other aspects of the program are built.

2. "Instructional objectives should be ordered in a sequence which makes for effective pupil progression with a minimum number of gaps or difficult steps and with little overlap or unnecessary repetition."

   An ideal situation would exist which would accrue all the objectives of a subject in one long chain of prerequisite abilities running from that found in the first grade up to the most complex which might be found in the sixth grade. However, dealing with individual instruction and recognizing individual abilities "breaking points" must be established to allow the instructor to determine the next learning objective. In some cases it may be necessary to reiterate certain points, while in others, in order to maintain interest and enthusiasm, it may be necessary to provide divergent objectives or even move forward more rapidly.

3. Care must be taken to find out what skills and knowledge each pupil possesses and see that each one starts in the learning sequence at the point which is most appropriate for him. When a student comes to any new instructional situation, whether it is beginning the first day of study from the prerequisite unit, he brings to that situation certain knowledge and abilities that are not the same as those of his fellow pupils. If instruction is to be efficient and challenging, it must take into account those individual differences--starting the individual at the proper point in the sequence, and adapting the program from that point to meet his needs.
4. For individualized instruction, conditions must be provided which permit each pupil to the progress through a learning sequence at a pace determined by his own work habits and by his ability to master the designated instructional objectives.
5. If pupils are to work through a curriculum on an individual basis, it is essential that instructional materials be such that pupils can learn from them without constant help from a teacher and can more steadily progress in the mastery of the defined objectives.
6. If instruction is to be effective, it must make provisions for having the student actually carry out and practice the behavior which he is to learn. This is especially true in skill learning objectives, such as the mechanics of driving a car, using a typewriter or similar office equipment or conducting scientific experiments.

7. Learning is enhanced if students receive rather immediate feedback concerning the correctness of their efforts in attempting to approximate a desired behavior. Too frequently under typical procedures in most classrooms a pupil works problems, answers questions or takes a test and then must wait for a day or more to learn whether or not what he has done is correct. Thus the pupil could be pursuing an incorrect procedure during the interim only to discover his conception is wrong and reinforcement was needed to realign his progress.
   This creates an undermining of his confidence in his learning ability plus a certain amount of unlearning processes involved in addition to the loss of time involved.

Teaching Machines are felt to be necessitated by the average levels that are, and have been up to this date, exercised in our educational classrooms. The students that are slower to learn are handicapped by their inability to maintain the average learning speed and the apt student is penalized by the pace of the average student. As a result we build frustrations and feelings of inadequacy in the slow student and boredom and loss of interest and initiative in the apt student.

Thus, many of the nation's adults who are interested in either furthering their scholastic knowledge, or learn new skills, are forced to "drop out" resulting in a serious loss to their economic and potential levels.

To encourage learning, motivation must be provided as well. Motivation is the basic underlying element to extend oneself regardless whether the relationship is between child-parent, student-teacher, husband-wife or employee-employer. The motivation used must be determined in regard to the relationship and the rewards derived or anticipated. In introduction to Psychology, Hilgard & Atkinson (1967) p. 356, is remarked:

> In choosing the goals that are to be set before the learner it may be possible to select from those intrinsically related rather than those extrinsically related. The relation is intrinsic if it is natural or is inevitable.
>
> The distinction between intrinsic and extrinsic motivation is not clear-cut, and in most learning situations both types of motivation may be involved. A child learning to ride his new bicycle is usually intrinsically motivated by the pleasure he derives from mastering this new skill. But he may also be motivated by fear of derision from his peers if he does not succeed, which would then be a form of extrinsic motivation.
>
> Whenever possible, it is advantageous to use goals that are intrinsically related to the learning task.

Intrinsic motivation then, to simplify, is that which comes from an inner urge for improvement--whether it be for better skills in reading, writing, or general knowledge to make better equipped participants in social interaction.

Extrinsic motivation can be defined as those motivations which are prompted by the anticipation of reward or acceptance.

In Adult Basic Education motivations that are intrinsic are preferred, but it is not to be forgotten that Industrial Management has also entered the education of adults and offer many desirable extrinsic motivational factors for improvement, such as:

1. Increased skills, hence an improved competitive position both in "blue" and "white" collar areas.

2. Extended knowledge of the job-at-hand which will result in more value to the employer and return a comparable remuneration.

In many respects, the individual, whether intrinsically or extrinsically motivated, will maintain a high degree of motivation only if the materials offered are sufficient to his interest.

Specialization in Individual Programmed Instruction, Computer Center Aids, and other forms of machine teaching has expanded in the past ten years to become recognized as one of the most effective means of instruction hereto considered.

Hundreds of high schools, colleges and universities, as well as elementary schools, throughout the nation are investigating or have already installed various forms of this media. The portable video tape recorder introduced in 1966 aroused a great deal of interest and enthusiasm from teachers and instructors regarding its versatility and adaptability in the classroom.

Those recognizing the value and importance of the media of Individual Programmed Instruction have budgeted into their facilities new systems of education. Companies such as General Electric, Sylvania, Westinghouse and RCA have spent hundreds of thousands of dollars devising and designing not only computers and equipment for this media, but also on designing architectural structures of buildings, rooms and carrells best adapted to extrude the maximum benefits. The object of this vast amount of expenditure in time and monies is not merely to make education "amusing" or to turn our nation into a coast to coast television campus, but because of the recognition of individual needs, and that schooling should be programmed for individual excellence based on that individual's abilities and potential.

As stated by Ronald Gross & Judy Murphy in "The Revolution in the Schools" (1964)

> Education itself is coming to be thought of as our greatest industry, a vast enterprise employing more people than that of any other engaging in the full-time activity of at least a quarter of the nation, using a larger plant than the steel industry's and requiring a total budget dwarfed only by that for defense. The products of this massive industry are the "human resources" which we recognize as the backbone of our technological society.
>
> The business of America has become, at least in part, education.

Up to this point there are only two methods of programming, or a combination of the two being used to any extent.

They are: 1. Linear Programs

2. Branching Programs

A Linear Program is one in which all students read every frame in identical sequence and is usually referred to as progressing by the "short step" method.

Dr. B. F. Skinner advocates that the act of responding tends to cause learning. Further, Dr. Skinner indicates, in obtaining responses the step should be short enough so that the individual is most likely to give the correct answer. Too, he feels, correct answers are rewarding to the student; conversely, incorrect answers are discouraging and will possibly result in defeat of the program.

Linear Programs lend themselves very effectively to the teaching of specifics to an ultimate goal requiring little or no imagination on the part of the individual. A correct answer to each step is the key to the next step.

It can readily be understood then, that a group of individuals engaging in a specified program will all gain completion with all correct answers--the progress from beginning to end only being determined by the assimilation of the steps.

This then, answers a need to remove from the individual any feelings of anxiety and ineptness by providing him with the means to learn without the pitfalls or disadvantages encountered in our present formal methods of textbook study and end-of-term test.

Branch programming offers a wider scope of participation by the individual student by allowing alternate routes to the answer, thus attacking the problem from varied angles. This too, allows the student with a good background to get through faster than the student needing additional work.

Unlike linear programs where the only route to the next question is a correct answer to the last, Branch Programs acknowledge that a wrong answer does not necessarily hinder the learning of a correct response. The response is used to guide the student through the program--the program leads the student according to his response.

Incorrect responses, then, can lead to a clarification of the understanding of the problem.

Admittedly, Branch Programs lead to more involved and longer programs with several prime paths running concurrently at times. The success of the program though, is whether or not the instructional objective is reached--not the length of the program. It is easily seen that two individual students starting the same program, for instance Economics, and not having identical prerequisites, their progress will vary considerably due to the additional scope and depth investigated to clarify the correct responses to that student less advantaged. The student with the greater prerequisites requiring the lesser involved program.

There can be much argued for these two programs--or for a combination of the two. Primarily depending on the subject matter. For instance, a Linear Program would lend itself advantageously to teaching the operations of an automobile engine, but would not be effective in attempting to teach the varied approaches to psychoanalysis or theory.

Too, the program may somewhat be restricted by the machine chosen to implement the program.

Teaching Machines are many and varied according to the need, ranging from extremely simple punch-card and stylus to the complexities of the Computer operated centers that not only present the programs, but record and file responses and accomplishments on micro-film.

The decision of choosing the correct machine best suited for the need will be determined by:

1. The ultimate goal
2. Investigation into programs suitable to these goals
3. Whether or not the decision is monetarily feasible

It is prudent to indicate though, that monetary feasibility should not be the sole factor in determining the program or presentation, but a thorough investigation may reveal that a lesser priced unit may be entirely satisfactory for the purpose.

If the aim is to teach basic reading and arithmetic, for example, a computer system capable of programming calculus or cybernetics would be superfluous. On the other hand, it would be wasteful both in time and money to invest in materials which will not meet future needs that might arise from expansion of the programs.

L. F. Hanson of Columbia University and P. K. Komoski, Teachers College, Columbia University, in a paper entitled "School Use of Programmed Instruction" remarks:

> If research into the design and use of programmed materials is carried out on a large scale, there is little doubt that the school of the not-too-distant future will be able to boast a curriculum that may be offered in as many different ways as there are students in the school. In such a school, each learner will seek and achieve mastery of a subject matter or a skill by proceeding along a path largely of his own choosing, a path that is neither too easy nor too difficult for him to traverse. Ideally, the teacher will help the learner to discover a system of learning that suits his own capabilities.

Thus, we see that of prime concern and interest is the need for individual instruction and procedures which will allow the individual to progress and develop to his maximum potential.

Reclamation of both men and women for their own advantage as well as that of society is the goal, and as such, all effort should be constructed to their individual needs and abilities.

The right approach, the right materials to stimulate interest and maintain motivation could well be the key responsible for furnishing the

the basis of self-improvement advantages necessary in Adult Basic Education. It takes more than desire to maintain this interest--it also requires an outside effort personified by earnest and sincere concern to help on an individual basis. This is true whether the training effort be in scholastic endeavors or that of gaining vocational skills.

The development of the Teaching Machine, and a host of professionals dedicated to devising programs and presentation can provide the means and the interest. Motivation must be stimulated through personal contact and counsel. This requires dedication to the cause that education is a definite attributable means of self-improvement.

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USE OF INMATES IN INSTRUCTIONAL ROLES

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Selected Review of Literature

The teacher working in adult basic education must be a person with particular personality attributes. A selected review of literature has found these summaries that describe a person who works successfully with adults.

Johnson (1967) reports on a study that "reflects the widely held assumption that a determinant of success in teaching an illiterate to read is the extent to which the teacher is informed, insightful, and emphatic about the student (p. 13)."

Lee states that

> "Humor is a positive moving force, more powerful than has generally been suspected. It can be intimately tied up with learning ethics and social relationships. Humor is an essential ingredient of balanced learning. No teacher of adults should neglect the impact of humor as an effective teaching aid (p. 108)."

He goes on to ask, "Will your audience warm up to you when you frankly tell them about your foibles and failures? It gives them a comfortable feeling to know that you are human (p. 106)."

Pearce (1968) outlines the needed qualities of a basic education teacher in this way. His first concern is the development of self-confidence in his students. This teacher should be people-oriented; he should be interested in individuality; he should concern himself with finding solutions rather than following rules. "He would be considered a mature, integrated personality (p. 256)."

The Inmate Student

Charlie J. once said about an inmate teacher, "He bet me a pack of 'tailor-mades' that I couldn't learn all of the new words on a page in one day and he knew d--- well that I could do it."

The potential for learning inside a correctional institution is not different from that of the general population. However, here motivation is a tremendously important factor and learning becomes an emotional experience. A look at a group of inmate students produces some generalities that help to explain the uniqueness of this educational setting.

The inmate student tends to be failure oriented. Slack and Tarshis (1963) say that in a normal classroom this person has been an academic misfit. Many offenders are functionally illiterate, lacking in self-confidence.

> "Because disadvantaged adults have rarely experienced success either as children in school or in their work or social life since leaving school, they often feel inadequate, unable to learn and compete (Learning Characteristics, 1970)."

They fear school.

Within an institution, status levels are evident. Those convicted of sex crimes occupy the lowest floor. In the middle are the manipulators, and finally the tough guys such as armed robbers. Even the words "convict" and "inmate" describe subgroups--the first are those who are continuing to play the role responsible for their conviction and the latter are those who are "going straight," "doing their time," and feel that they will make it when they get out. In most penitentiaries racial backgrounds form divisions in the population.

Prisoners have had unhappy associations with authority and any experience with a person in this position arouses hostility. Puder and Hand (1967) feel that the degree to which a student is able to control his anxiety is directly related to his level of achievement, and the student's ability to conform to and/or accept authority demands will determine the amount of academic success. Teachers can represent authority figures.

Past behavior of the inmate has been unacceptable--it is an alienating force between him and middle class society. Puder and Hand (1967) emphasize that this feeling of not being able to control situations is directly and importantly related to learning and to the social experiences of the learner. It increases the reticence he may have in expressing his feelings and discussing his needs. He uses defense mechanisms as an attempt to close this gap--he buys books he doesn't read, he carries pencils he doesn't need, he uses words he doesn't understand.

Many inmates are short-sighted in terms of life goals. "The idea of doing something today for a possible benefit several months from now is foreign to them (Learning Characteristics, 1970)."

There is little wonder as to why the rate of emotional problems is so high among those sentenced to a correctional institution. Those who are "just neurotic" have found cover ups or compensations for their difficulties. On the far end are the "psychotics" who have withdrawn from reality and who have found this kind of structured life an answer to the pressures of free living. Into this setting an educational program must come with goals that are able to bridge the gap between the institutional walls and the free community: confinement and preparation for a productive return to society.

Specifically this means that an inmate must have developed before he leaves (1) a desire to stay out, (2) good job skills, and (3) the ability to become socially invisible.

The Inmate Teacher

Penal education involves practical problems, too: (1) finances, (2) adult materials relevant to the inmate's needs, (3) instructors with special skills and abilities.

Money is always a problem to state institutions. Lawmakers agree that such programs should be, but when money is allocated it is easy to put more popular programs first.

Materials that are produced with the adult student in mind are beginning to be available. However, these often lack a range of difficulty sufficient to meet the needs of this type of student. The interest level frequently does not coincide with that of the inmate.

If money is available, outstanding teachers with special skills can be sought but not always found. (Outsiders fear the penitentiary.)[1] Inmate teachers can fill this gap. At times they will do a better job.

What are some of the advantages of inmate instructors. An advantage to the instructor himself is that his situation of status and trust plus the chance to help another person can elevate his own outlook on life. The inmate instructor becomes the school's best ambassador, for when he recruits students from the cell house he can reduce their apprehensions about failure. Slack and Tarshis (1963) note that a school run by inmates for inmates has its own built-in *esprit de corps*.

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[1] The correctional institution at Rikers Island, New York, had as a yearly budget (1965-1966) $2,300,000. Facilities were allocated $5,000,000 and the remaining $1,800,000 were spent in salaries for professional teachers. (Gaynor, 1967).

The inmate instructor is able to feel empathy for his peer group and this sensitivity can help hold together the lines of communication. They can reduce the feeling on the part of the students of hostility toward authority.

Things are attempted and accomplished that would not have been done by professional educators knowing about the possible shortcomings or handicaps.

In the state of South Dakota, the inmate instructors represent a higher intellectual level than does the general population.

The use of inmate instructors does have some disadvantages. State accreditation may be withheld with the use of uncertified personnel; thus diplomas cannot be issued. Inmate teachers lack a theoretical background of learning and methods of instructions. They lack knowledge of the availability of materials and resources. The teacher turnover rate is high and inmate instructors have their emotional ups and downs.

The administrator of an educational program using prisoners in this role must consider these things: (1) problems in discipline in the classroom will most likely not be referred to the professional staff (no one wants to be an informer), (2) there is always the possibility of students buying grades, and (3) because the teachers are less experienced there will be a need for a greater amount of supplies and teaching aids.

As a new teacher begins working in Coolidge High School at the South Dakota State Penitentiary, he is supported very strongly. He is counseled so that he can be put in the area where he will be most effective. Ideally, for a period of about two weeks the new teacher aids in the school and then assumes a light teaching load. He is given assistance in lesson planning and test making. Special readings about adult education are assigned. He takes part in total staff in-service training. The administrative staff is available to him for frequent counseling. Gradually his responsibilities are increased until he reaches a point where he has a full teaching day, complete control over his own classroom, and a say in curriculum and materials selection.

Inmate teachers at the South Dakota State Penitentiary utilize programmed materials in adult basic education. As pointed out by Hotchkiss (1969):

> "...programmed learning has five basic aspects which make it ideal for adult students: they can (1) set their own pace, (2) obtain feedback from errors, privately, (3) enroll when motivated, (4) get credit when completing a course--important since most adults are part time students, and (5) learn how to learn so that education becomes truly a continuing process which can be applied to their everyday lives and work (p. 48)."

Ultimately, what can an administrator hope for with a staff of unprofessionally trained inmate instructors. Not skillfully executed teaching methods nor intuitively conducted counseling sessions, but rather men who are concerned with the human side of teaching.

Combs (1969) feels that teachers about 90 per cent of the time explain failure of their students in terms of what others have done wrong. Parents, past teachers, or others in authority receive the blame.

The success of a teacher is not a result of what he knows or what method he uses, but instead it comes from his ability to use the self that he is to effectively help the people with which he is working. A good helper believes that the learner is able and that the person is important. "What you do speaks so loudly I cannot hear what you say (Combs, 1969)."

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USING LEARNING RESOURCE CENTERS IN ADULT BASIC EDUCATION

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Introduction

During a presentation of equipment and teaching devices developed by the Minnesota Manufacturing and Mining Corporation Research Center in November 1969, Mr. Mort Stone, teacher-lecturer, pointed out that people learn by use of the senses. Experiments conducted by that company, concerned with communications, indicated that retention after three days had lapsed resulted in only ten per cent being retained by those receiving oral communications, twenty per cent retention through visual communication and 65 per cent retention by use of a combination of telling and showing. Mr. Stone indicated that learning occurs through use of the senses with 83 per cent of learning by visual sense, 11 per cent by aural sense, 4 per cent by olfactory sense, one and one-half per cent tactually, and one-half per cent gustatorily. With the multiplicity of data available to support this evidence, it becomes readily apparent that the use of learning resource centers equipped with materials which will take advantage of the way people learn should meet the educational needs of the under-educated adult.

The characteristics of the adult learner have been ably presented in the paper by the National University Extension Association prepared for use in this seminar.

Williams (1969) states, "A 'program', as used here, requires inclusion of three basic principles: 1) it must be organic, 2) it must be objective-oriented, and 3) it must be documented (p. 14)"[1] Williams (1969) went on to define each of the basic principles. "'Organic', used in this context, means a vital, dynamic, and organized process. 'Objective-oriented' means that clear, quantative, behavioral objectives must be established for the program. "Documentation" is that which gives life to a program (p. 14)".[2]

Relationship of Program Elements

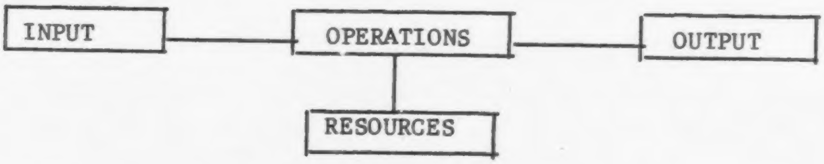
INPUT
OPERATIONS
OUTPUT
RESOURCES

Fig. 1 - The Four Basic Elements of a Program

Figure 1 illustrates the way in which these four elements are related. Input may be viewed as a starting point and output as the end product. Resources may be viewed as those 'things' which do not form part of the input or the output but which are required in order for the operations to function. Operations, of course, are those 'things' (steps, methods, procedures) that are performed in order to yield a specific output.

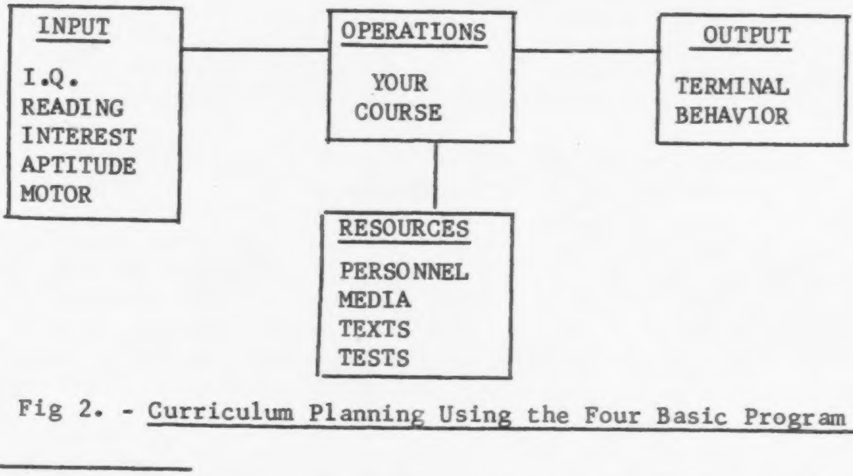
INPUT
I.Q.
READING
INTEREST
APTITUDE
MOTOR
OPERATIONS
YOUR COURSE
OUTPUT
TERMINAL BEHAVIOR
RESOURCES
PERSONNEL
MEDIA
TEXTS
TESTS

Fig 2. - Curriculum Planning Using the Four Basic Program Elements

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[1] Williams, W. H., Curriculum Development Through Program Engineering, Technical Education News, Oct/Nov 1969, 28 14.

[2] Ibid, p. 14.

Figure 2 gives one illustration of how these four elements might be related in a curriculum. One might refer to the student's intelligence, reading ability, and interest as input; the student's terminal behavior as output; the personnel, media, texts, tests, and all other 'things' available to an instructor or to a course as the resources; and the course itself to produce the desired terminal behavior in the student as the operations.

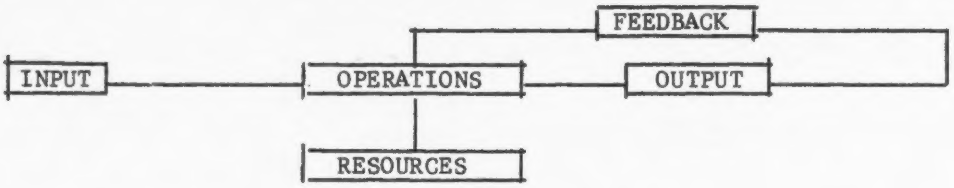

Fig. 3 - Feedback Provides Ongoing Evaluation

As with the three basic principles mentioned earlier, these four basic elements contain axiom: Feedback. As illustrated in Figure 3, feedback provides for ongoing evaluation. Feedback takes its input from each of the four elements and feeds back to those elements. Feedback looks at the entire program from start, through operations, to finish, and makes it a dynamic process through self-evaluation.

The following six basic steps are milestones in the development of a program:

> STEP 1: Establish need. Need is always the first question. It forces the developer to ask, "Is what I am doing or about to do really required?" Definite proof for the need of this program must be established at this point before going any further. In cases where budget is the concern, budget justification should follow this step and should definitely precede the following five steps.
>
> The establishment of need refers to the gathering of data. At this stage, data are gathered, and it is at this point that the decision is made to go ahead and produce within the student a certain general terminal behavior. In other words, the course is a by-product of whether or not we want to effect change in the behavior of the students. Incidentally, reference to the word 'course' in this last sentence is misleading in that the by-product may be a course, but it may also be some other form of instruction. Figure 4 illustrates this step, as well as the next five.
>
> STEP 2: Establish what is required. Specifically, what is to be accomplished? What will be the beginning, and what

resources are available? As far as percentage of time is concerned, perhaps more time will be spent in this second step than in any other. It is in this step that specific objectives are determined. This step determines specific input, specific output, and locates those resources available to the program. This step, as all others, must be fully documented.

It is here that requirements are determined. It is at this point that behavioral objectives are stated and quantified. At the end of this step, the person developing the program should know precisely what his charge is, and moreover, should know exactly where he is going in the development of his program.

STEP 3: Establish how the requirements will be met. How will objectives be accomplished? How will input be obtained? How will resources be used? All these questions must be answered in this step.

Requirements are now translated into definite performance objectives. It is at this point that performance objectives are named in terms of a final test. This test is not necessarily the final examination of the course, but it is the one which will be used to determine whether or not the program objectives have been met. This may be a six-month study of the student on the job to see that he is performing in the way that the curriculum intended him to perform. In a course in report writing, this may be the writing of reports in other classes or in cooperative employment where the student may be observed applying what he has learned. It may also be the final examination for a particular course.

This 'how' step is also the point at which the determination is made to use a course or another method to accomplish objectives. The other method may be on-the-job training. It may also be independent or directed study. It may be a number of things. The critical point is that thinking must not stop with simply a 'course'.

STEP 4: PROGRAM the program. To program means to determine the course content, strategy, and media. Course content literally means that which is contained in the program; the facts which will be given to the student. Strategy refers to such factors as laboratory sessions, lectures, seminars, group discussions, field trips, and tours. It refers also to any methods or devices which might be used to get across particular bits of content. The use of media refers to every item of media in the class, from the overhead projector to the chalkboard, to a daily quiz, or a guest lecturer. As shown in Figure 4, these three things cannot be determined in isolation; they are interdependent.

> STEP 5: Implement the program. To implement the program means to put into effect. If it is a course, it means to bring the students into the course, teach them the content using the strategy and the media determined, and then to administer the performance test to see whether or not the students have met the objectives originally established in Step 2. The implementation must be evaluated in some on-going manner.
>
> STEP 6. Monitor feedback data. This is the ongoing step which enables the program to be self-evaluating and changing as required. This is the step which, if properly implemented, makes the program a dynamic thing as opposed to one which may stagnate. All things may change according to feedback, from the need for the program itself to the final step to follow-up. The follow-up itself may be too inadequate and may have to be modified.
>
> Conscientious application of these six steps will produce a documented, organic, objective-oriented educational program which will serve both student and teacher.[3]

The importance of the information presented by Williams led to its being used in this paper verbatim. The implications are essential in using the learning resource center efficiently. Each inmate student must be the object of intensive study relative to the input he possesses in order for the resources used to achieve the desired output.

Selection of Equipment and Materials

The learning resource center should be the core of any penal education program. It provides the most efficient utilization of space and facilities, frees teachers from repetitive instruction, permits programming to meet the individual needs of students, allows more flexibility in use of materials, presents materials selected to meet specific need in exactly the same manner and form consistently, and permits addition and deletion of materials following evaluation at

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3. Ibid, pp. 14-16. Reprinted from the Oct/Nov 1969 issue of Technical Education News by permission of McGraw-Hill Book Co.

relatively low cost. Another more important consideration lies in the fact that the inmate student is removed from the hostility producing traditional classroom situation with its authority representative - the teacher.

Materials selected for use in the center are those which utilize the high retention senses, eyes and ears. Materials and equipment are also used which have positive success and reinforcement factors insuring that the student will succeed.

Programmed materials, tapes, slides with explanatory tape cassettes, stripfilms with tape cassettes, super 8 filmloops, records and Allen Teaching Machines are utilized in providing instructional media. Each student is carefully programmed into the center with materials and instructional media assigned to meet his individual needs as well as to make the learning process an interesting experience for him.

It is rather ambiguious thinking on the part of professional educators to think that inmate adults can be placed in a traditional classroom situation and expect them to be highly motivated to achieve an education. Many of these adults have not achieved an education because they rebelled against the type and quality of instruction received in the ghetto public school and quit. To insist on their return to this situation merely reinforces and strengthens the hostility which has developed. The learning resource center permits the educator to utilize all available teaching materials, develop new processes and and to experiment with new methods. It also permits the learner to work at a pace which he sets, try different types of learning devices which appeal to him, to evaluate his own progress and to use the available tutor or teacher at his discretion. As he receives the counseling which accompanies the testing program and knows where he stands academically, he also helps establish his own goals. He also helps determine the program he will follow while in the penal institution. With this procedure of self-determination, the adult inmate is much more likely to successfully complete a program by whole-heartedly contributing his inputs, utilizing resources and achieving the desired output. He has a vested interest, objective-oriented. He has helped determine what he will do, how he will do it and the goal he wishes to achieve. As he works toward the established goal, he has carefully built in progress plateaus which act as success factors reinforcing his ego, and motivating him to work on to the next plateau.

One of the most important considerations in the use of the learning resource center is the careful and complete programming of the individual student. It is of utmost importance that the student be so programmed that individual guidelines compete with desired goals and objectives, resources to be used, expected growth and progress plateaus are known to him. The most practical procedure to follow is the use of the flow chart. This procedure permits both the learning center supervisor and the student to keep a constant check on progress and to make needed changes in program direction as indicated. Such a flowchart indicates the areas of deficiency, the learning resources to be used and progress tests to check accomplishment.

Recognizing that individuals learn at different rates and under varying situations, it becomes necessary that a wide variety of resource materials be made available in the learning resource center. For example, one man might be highly motivated and learn quickly and efficiently through the use of programmed materials, another might be completely bored and not motivated by these materials but he highly enthusiastic in the use of the Allen Teaching Machine, film strips or tapes.

Failure to meet the needs of the individual leads to anxiety and hostility; satisfaction of needs, conversely, leads to reduction of anxiety and hostility.

Essential to the successful use of the learning resource center is the selection of complete educational resources and programs in each form of media used. Thus, if one type media best suits an individual's needs and motivates him, he will find continuity of program. The early stages of his program might well include the use of a variety of media. As he progresses and finds the media which offers him the most successful achievement, he will probably want the remainder of his program to exclude other media.

Staff Consideration

In order for the learning resource center to do the task it was conceived to do, teacher education is of primary importance. It takes an abundant supply of instructional materials to create such a center. These materials, equipment and adequate facilities cannot make a program. The books and modern media cannot contribute anything to education if not properly used. Therefore, before putting the learning resource center into operation, it is essential that the staff member selected to operate it receive intensive inservice training in the use of the resources available. The center director must be awakened to the value of available materials and stimulated to use them.

The center director selected should be an outstanding teacher with experience in programming of individual students. The person selected should be trained in guidance and counseling. He, or she, should also be highly motivated and enthusiastic as motivation and enthusiasm are infectious. Additional qualifications include the ability to administer and evaluate tests, the desire and ability to maintain a complete record of program and progress for each assigned adult student, and possess the ability to direct his total energy toward making the center efficient and effective. This involves a willingness to experiment, evaluate, retain or discard materials, equipment and other media.

Experiment Results

During 1969, the Learning Materials Center of the Federal Correctional Institution, Sandstone, Minnesota was used by staff members to conduct an experiment in use of various media. Fifteen men were selected for each of three type of instruction: 1) traditional classroom teacher; 2) programmed materials; and, 3) the Allen Teaching machine. The men were selected on the basis of age, I.Q. test results and E.G.S. standing. For the purpose of this study, no consideration was given to the students' possible preference as to the group in which he would be placed. The men selected were between the ages of 30 and 35; between 95 and 110 I.Q., as established by the Revised Beta; and between 6.0 and 7.0 E.G.S. They were evenly divided into the three groups by comparative selection factors.

The material used for the experimentation by all three groups was the Arco High School Examination Guide.

Of necessity, the materials had to be adapted for use with the Allen Teaching machine. Ninety days was arbitrarily established as an adequate time period for the study. The selected men were told the purpose of the study and asked to apply themselves diligently. Each group was assigned for one hour per day prime time.

On the termination date, S.A.T. tests were given the 37 who completed the program. Table 4 adequately describes the results of the study.

TABLE 4: COMPARISON OF TEACHING MEDIA

Group	Number Starting	Number Completing	Avg. E.G.S.		Range E.G.S.	
			Begin	End	Low	High
Programmed Materials	15	13	6.7	8.3	7.1	9.3
Allen Teaching Machine	15	11	6.7	8.8	7.7	11.1
Classroom Teacher	15	13	6.7	7.9	7.4	10.5

The G.E.D. tests were administered to the participants with 100 per cent obtaining a passing score for certification from the Allen Teaching Machine group, 85 per cent (11) from the programmed materials group, and 78 per cent (10) from the teacher's group.

The results do not give a clear cut picture of advantages or disadvantages for any of the methods used. However, it is interesting to note that the cost per pupil for the period of instruction was reduced to one-half through use of the learning resource center as one teacher effectively managed the thirty men assigned in the two groups utilizing the center's facilities.

Further experimentation is planned with the possibility of using single media as compared to multi-media, visual as compared to audio, tutor-assisted as compared to totally individual, general curriculum versus selective programming to attempt to determine the type materials and equipment to use to achieve the maximum results with the lowest cost per student.

Evaluation

The success or failure of any process of evaluation is dependent upon the care which has been exercised in establishing of goals and objectives. Comparing results of the experimental groups used in the Sandstone study, one might jump to the conclusion that the Allen Teaching Machine would be the most valuable piece of equipment in the learning resource center based on the established goal of obtaining of the G.E.D. diploma. However, no explanation has been presented to tell why four dropped from that group. Could these four have successfully achieved the goal in one of the other groups or in yet another untried situation? This question must be answered, as well as, much larger samplings taken before an adequate and educationally sound evaluation can be made.

Summary

The learning resource center is one of the most effective educational tools available in an institutional setting. The learner achieves best and retains longer that knowledge gained by use of the two senses - sight and hearing. The instructor is freed from a narrow oratory academic classroom situation and is free to use his imagination and creative abilities to motivate and guide the student to successful completion of goals. The center provides for individual attention to students and permits each individual to proceed at a rate best suited to his abilities.

The major disadvantage of the individualized program is the failure to provide group inter-personal relationships. This can be effectively overcome by use of time modules for group discussions. Staff training is essential to effective and efficient use of the learning resource center.

Further experimental work needs to be done to determine the most effective materials and devices to meet the need of the adult learner.

The most important step in the use of a learning resource center is the complete and careful programming of the individual. He, is the important cog in the scheme of things and his achievement measures the efficiency of the use of resources.

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ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS IN OKLAHOMA

E. L. Imboden
Oklahoma State Reformatory

Oklahoma has two adult penal institutions: The Reformatory houses about 650 young males, ages 15 to 35, very few over 25. The Prison has a total population of approximately 2,650. This includes about 100 in the Women's ward, 200 at the Honor Farm, 225 at the Vocational school, 300 in the Trusty ward, and 50 in the Pre-Release Center.

Basic Adult Education is new in the Prison where it was started in March of 1969 by employing an instructor who had had experience in Adult Education. He spent some time becoming institutionalized and interviewing inmates before starting testing and setting up classes. In October of 1969 another full time man and a lady to teach two mornings per week were employed.

This newer man works inside the Prison most of the time but holds evening classes at the Trusty ward two evenings each week.

These inmates come to the learning center one-half day each week when they turn in assignments, get help where they need it, and get a new assignment.

At such time as the individual can achieve about the tenth level on the California Achievement Test, they are given the General Educational Development test. An average standard score of 45, with no score of less than 35, entitles an adult in Oklahoma to a certificate stating that he or she has the equivalent of a high school education. The certificate is issued by the Adult Education Division of the Oklahoma State Department of Education.

The facilities used at the Main Prison and Trusty ward are rather primitive and remote; in the Main Prison, the fifth floor of a cell house is used; however, it has been divided into rooms. At the Trusty ward, the movie building is used in which portable chalk boards have been placed. In contrast, at the Women's ward the ward's library, which is attractive and well lighted, is used but classes are hampered by traffic to the sewing room and the cosmetology class which must pass through the classroom.

Materials used are primarily the Steck-Vaughn adult semi-programmed material and Science Research Associates kits.

The Reformatory is located some 250 miles from the Prison and a separate entity from the Prison until 1967 when the State Legislature created the Department of Corrections which has control of all adult penal institutions.

The Reformatory entered the field of Correctional Education in 1949. At this time a fully accredited school for grades one through twelve was established and has been in continuous operation to this date.

This school is housed in two adjacent buildings. One ground floor with steam heat and window type air-conditioners which houses two offices, the institution library, and seven classrooms. The other, a second floor above some of our vocational shops. This building has central heat and air conditioning and houses seven classrooms and one office.

Students of all ages have always been allowed to attend this school, however, after several trial periods it was found that better results were obtained and continued enrollment is better when those 21 years of age or over are separated from the younger ones.

There are two classes of Adult Basic Education, each meeting three hours daily, Monday through Friday. These classes are in the same building with the regular school but are isolated as much as is feasible.

Here, as at the Prison, the Science Research Associates kits, and Steck-Vaughn materials are the primary tools. Access is available to motion picture projector, overhead projectors, strip and slide film projectors, tape recorders, Language Masters, and Reading Rate Controllers whenever the instructor wishes to use them.

No claims are being made for outstanding facilities or methods or techniques. Using the facilities provided and the experience gained, every effort is made to create a learning situation in which the Seven Cardinal Principles of Education are applied.

RESOURCES IN ADULT BASIC EDUCATION IN THE CORRECTIONAL INSTITUTION

Calvin O. Jacobs
Federal Reformatory, Va.

> "The term 'adult basic education' means education for adults where inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view of making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment and to making them better able to meet their adult responsibilities."
>
> The Adult Education Act of 1966
> (Title III of the Amendments)

From the beginning of the adult basic education effort in 1964, one of the most critical needs was for trained teachers of illiterate adults. This need has been answered to a certain extent through national and state training efforts, but these training periods are short in duration making it difficult to provide total training to the teachers. Teachers, like doctors and other skilled professional workers, need essential tools for their work. Although it is true that the central figures in learning are the student and the teacher, we know that learning may be greatly enhanced by the use of effective resources in a correctional setting. It has been proved that adult basic education and training in modern correctional institutions have much to contribute to successful rehabilitation. It should be obvious that the success of any correctional education program is in large measure dependent upon the objectives which the program serves.

Our mission has been defined as "The correction of the Offender," and we feel that a good sound education program is one of the prime factors in accomplishing this mission and that good resources are the basis for any successful program. For the most part we have done a creditable job for those already well educated.

Classes in correctional institutions help eliminate one of the main reasons many inmates are there. They lacked the education to get a job, got into trouble and ended up behind bars. Because of adult basic education classes, inmates can learn the basic skills needed to go on to vocational training or get more education and have an easier time finding a job when they are released.

Correctional institutions offering adult basic education classes find that those who join the classes are much more likely to leave the institution with a more positive attitude and with the desire to find a job or continue their education. Adult education classes also encourage a more responsive attitude on the part of prisoners while they are confined. The aim of adult basic education in an institution is to extend to inmates as individuals every type of educational opportunity that experience and sound reasoning shows may be of benefit or of interest to them, in hope that they may thereby be fitted to live more competently and coorperatively as members of society.[1]

Briefly, I shall discuss a few of the most frequently used resources in correctional institutions and suggest a few more that are in use at our institution.

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1. Federal Probation, Group Guidance, Washington, D. C., 1964, p. 38.

(1) Reading is the most essential academic skill taught in schools today. How well an individual learns to read will greatly determine his success in the development of concepts, acquisition of knowledge and information, and for future vocational and social adjustment. In order for an adult to think clearly, he must have knowledge of his native language. At Petersburg we started our reading program with funds we received through the Office of Economic Opportunity. An institution can receive up to 90 per cent federal money for adult basic education provided they are sponsored through a local school board. This is an ideal resource for starting a program in your institution. We received $3000 to purchase reading equipment and materials for fiscal year 1970, and are expecting an additional $1000 near the end of the year. After you receive this resource, you can visit community programs and select the one which best fits your needs.

(2) We are currently working with The Office of Economic Opportunity on an Upward Bound grant similar to Ashland's "Wingate" project. This program will allow the high school graduate or GED holder to enroll in an effective program for a year. It is believed that this could make substantial progress in preparing the inmate for post-secondary education, in adjusting themselves socially, and in laying groundwork for occupational advancement.

(3) Although we hear a lot these days about the "closing college door," those doors are opening for the first time for inmates at Petersburg through an effective extension college course program initiated by the Vocational Rehabilitation Department. This innovative program

of bringing the college to the Reformatory is now benefitting a number of Vocational Rehabilitation client-inmates while they are serving sentences in the institution. At the present time we are teaching sociology, math, English, and psychology, and approximately 10 per cent of our inmates are enrolled in these courses. Therefore, the college courses provide an opportunity for the student to make realistic appraisals of their abilities and make possible decisions related to further collegiate study both within the institution and following release. In offering them a chance to demonstrate their educational potential, vocational rehabilitation counselors are better equipped to develop plans for the inmates upon release, particularly with the new incentive which many had acquired through their successful educational experiences.

(4) Another resource that can be initiated through the Vocational Rehabilitation Department with the Federal Government is whereby regular state vocational counselors will work with the caseworker and the individual on post-incarcerated community treatment plans.

(5) As a correctional tool, study release provides opportunities never before available to give institution programs of education, vocational training, counseling and guidance, direct, immediate, and practical meaning. The correctional process started in our institution through the Vocational Rehabilitation Department with the idea of inmates going to community colleges while they are still under institution control. This process will eliminate for many offenders the old theory of being behind bars today and free in community tomorrow.

(6) This year we have initiated a correspondence program for veterans through the Veteran's Administration. This program is available for all inmate veterans with the exception of veterans with bad conduct or dishonorable discharges. The two areas of study are in the fields of accounting and electronics. The entire cost is approximately $800 per course for each inmate and it is paid by the Veteran's Administration, with the stipulation that for every $130 the Veteran's Administration pays, one month is reduced from the inmate's GI Bill rights.

(7) Another resource of revenue for correctional institutions is from the Man-Power Development and Training Act. However, 90 per cent of these funds go to the state and about 10 per cent of these funds is made available for federal use. In order to receive these funds you must contact the Man-Power Development office at the state level and show a real need for their help. They will ask for a complete survey of your physical facilities and for a report on approximately how many inmates will benefit from your program. We are interested in setting up and operating a Driver's Education program through these funds. In order to set up a driver's education program we must contact a few leaders in the community and arrange a car loan policy.

(8) Group Guidance is one of the most effective tools available to the staff at Petersburg. This includes regularly scheduled group meetings and spontaneous group sessions which are stimulated by the scheduled groups. We use regular employees for these counseling meetings every week on a voluntary basis.

Scheduled for one hour per week, the group counseling meeting is required for each resident who is assigned by the team classification committee. The function of every successful group is to help the resident solve various reality-related problems and to gain some insight into the behavioral difficulties they experience.[2] The counselor operates as an instrument and mediator in a rather directive fashion. Time considerations prevent probing into deep institutional or personal problems of the group. The counselor should have an outline of topics to be discussed before the meeting. However, these topics should have enough flexibility to allow the emphasis to shift to subjects in which the inmates are the most interested. Considerable caution is used to be sure that the material introduced is appropriate. All of these counselors must complete the designated sociology training offered to them by the institution before they are assigned a group.

(9) Work release program's primary aim is to allow selected prisoners to hold normal paying jobs in the community and return to the institution after working hours. In addition, men so employed have an opportunity daily for renewed contact with the society to which they eventually return, and through such contact may attain a much more realistic attitude toward their part in the everyday life of the average, law-abiding citizen.[3] Prisons and community working

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2. "Treating Youth Offenders," Correctional Research Associates, Washington, D. C., 1966, p. 39.

3. "New Dimensions in Education," Journal of Education, Washington, D. C., 1967, p. 72.

together can reduce criminality by exposing offenders to the many ways of becoming positive and productive members of the society.

We do this, we are "drawing a circle that lets him in."[4]

In correctional education today we must concern ourselves with the best way to apply our resources. As new programs arise, we will also want to subject them to hard test to assure their unquestioned applicability to the missions and goals which the society has defined for us.[5]

Through research and survey, we have concluded that the basis of most of the student's learning problem is representative of numerous inadequacies. Most of them read far below the levels expected of them in the public schools, few have any store of common knowledge, few have been exposed to the culture, few have ever been assisted in acquiring skills and find it difficult to apply the known in mastering the unknown, and most of them have been poorly motivated in the home.[6] Having experienced failure after failure in the public school, they come to us completely unaware of sound study habits and we have to establish acceptable goals for them to pursue in order to prepare them for society.

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4. "Treating Youth Offenders," Correctional Research Associates, Washington, D C , 1966, p. 73.

5. "Corrections and the Community," Federal Probation, Washington, D. C., 1968, p. 28.

6. "A Philosophy of Education," Journal of Correctional Education, Washington, D. C., 1967, p. 39.

Let me say in conclusion that I hope the foregoing will have given you some ideas as to the emerging role of adult basic education in our correctional institution at Petersburg, Virginia. It is conceivable that probably most of the resources that I have described have been adopted in your institution. In my opinion there is a need in correctional institutions for any force which upgrades the individual as an individual and this can be done through a sound adult basic education program.

USING VOCATIONAL SKILL CLUSTERS
TO TEACH ADULT BASIC EDUCATION

Shelvy E. Johnson, Jr.
U. S. Bureau of Prisons

During the last two decades of the nineteenth century, vocational or "manual training" programs began to emerge as a part of education curricula. Instruction was based upon analyses of tool operations learned through a series of exercises or models, an approach which borrowed heavily from procedures used in European vocational schools. In addition to learning skills for utilitarian value, this method presupposed to discipline the mind for those events which students would confront in the process of growing up to face adult responsibilities. This assumption eventually was concluded to be an abstraction without theory, predicated on a false understanding of mental discipline, and fortunately, after the turn of the century, it was discredited on the basis of experimental findings.

At nearly the same time, John Dewey propounded the concept that learning about the use of tools and industrial processes was a function that education could utilize to teach students the complexities of human relationships associated with basic socio-economic changes. Dewey's philosophy began to permeate pedagogical thinking, but unfortunately, in its truest form, his concept made few inroads into the American educational system, especially as it related to curriculum integration of vocational and general education.

Early in the twentieth century careful observers of American life were noting the impact which a rapidly developing industry was having on our way of life and were reporting that phenomena peculiar to industry were extending the range of knowledge which students should come to understand. Charles R. Richards called the situation to the attention of the teaching profession by way of an editorial written in 1904.[1]

> "The whole matter (manual training) would not be of such importance were it not for its bearing upon the nature and spirit of the work projected in the schools and its future trend. We are facing the question now as we have been for the past four years, as to whether we shall continue to devote our attention to miscellaneous and more or less meaningless projects, or whether we shall seek in an orderly way to develop an insight into the basic industries of our time and a knowledge of some of the steps through which these have reached their present form."

In addition to Richards' observation, other educators who supported Dewey's "social interpretation" concept began to question the practices of teaching skills per se without relating these to the processes and techniques of industry which had been changing the social order from an agricultural to an industrial society. Bonser and Mossman were suggesting that experiences related to industrial methods be offered in school programs so that students would have an understanding and appreciation of the world in which they live. They stated that these experiences should be "a study of the changes made by man in the forms of materials to increase their values, and of the problems of life related to these changes."[2] The implication here is that a correlation exists and is feasible between industrial and general education.

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[1] Charles R. Richards, "A New Name," (Editorial), Manual Training Magazine, 6:1, 32-33, October, 1904.

[2] Frederick G. Bonser and Lois C. Mossman, Industrial Arts for Elementary Schools, p. 5, New York: The MacMillan Company, 1923.

Ironically, these points of view came at a time when the Industrial Revolution had already made an impact on the American social order in terms of molding the precepts of our social and economic institutions. What is more ironic, however, is the fact that education failed to comprehend the relationships between the educational curriculum and the industrial world which would influence to a high degree the social and economic status of all citizens, both young and old.

This historical paradox is yet significant today when related to the lack of progress achieved in welding together general education and vocational curricula for a study of the socio-economic-industrial complex. This contemporary phenomena bears directly on the individual's ability to sustain himself in a purely social and economic environment. Whether the discussion is about education generally, Adult Basic Education or Vocational Education, the development of a viable curriculum to meet the occupational needs of students must be based on the premise that the academic subject area is supportive to vocational training. Moreover, any attempt to assist students, particularly students in correctional institutions, must contain a component of instructional content dealing with the personal problems of attitude and behavior that jeopardize the individual's opportunity to share in the affluency created by the industrial technology of our time.

More specifically, for the purpose of this discussion, the questions are: 1) How can educational content and vocational training be brought together to provide a more relevant program for students pursuing an occupational area as a career? 2) If these two areas of instruction are compatible, how can Adult Basic Education content be taught and contribute to programs of vocational training in correctional setting? In Richards' contention that skill training must be relevant to understanding industry and its techniques and processes, the basic foundation has been set for the curriculum and instruction can be pursued through the utilization of the vocational training cluster concept. Maley describes this concept thus:

> "The cluster concept program is an alternate form of vocational education. It was designed to provide the students with an opportunity to obtain basic skills and knowledge necessary for job entry into several related occupations. Cluster programs were formed by carefully analyzing and pooling allied occupations which require common skills, proficiencies and technical knowledge. This type of program prepares a student to enter into a family of occupations rather than one specific occupation, thus providing greater flexibility in occupational choice patterns."[3]

Maley describes this further by identifying three major work areas suitable for clustering, one of which is the construction trades.

> "The Construction Cluster includes those job entry tasks required in constructing commercial and residential structures. The entry level skills studied are from the following trades."[4]

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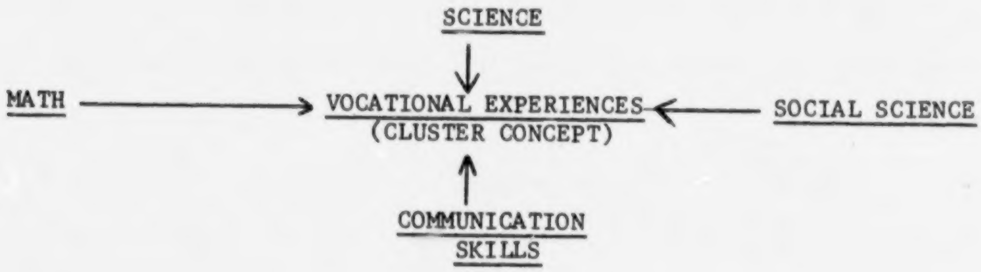
[3] Donald Maley, The Cluster Concept Program in Vocational Education, (Brochure), University of Maryland, 1967.

[4] Maley, op. cit.

Carpenter
Electrician
Mason
Painter
Plumber

This suggests a base line of instruction for skill development relevant to the construction industry. It now becomes a matter of developing a framework in which the training for skills is supported by all available resources, both from the areas of general ABE subject content and related industrial knowledge pertinent to working in commerce, business and industry. This may be better understood through the use of the following diagram.



In the diagram it is possible to conceive how these various components contribute to an integrated curriculum design. All the peripheral content can be pursued by structuring the ABE subject areas in direct support to the students' needs relevant to learning a particular occupation. Math should not be taught in the traditional sense but should contain elements of instruction directly related to the occupation the students are studying. For example, learning to read micrometers, calipers, gages, etc. requires one to understand decimals. It is therefore imperative that the teacher relates the decimal system to micrometer and gage readings and not to irrelevant fractions and pseudo-assignments in a non-vocational math book. The

ABE teacher must have these tools in the classroom and available to students for hands-on training so the study of math is a problem solving activity rather than a meaningless rote exercise or the memorizing of irrelevant formulas. An interrelationship exists between two bodies of knowledge, and as Paxton and Scully have noted, "knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten."[5]

In the area of communication skills, it is not sufficient and certainly not practical to have students reading from the traditional textbook which in many respects is slanted toward the typical middle class oriented student. Instead, the study of reading should relate to parts manuals, technical information, industrial magazines and other materials which illustrate the modern industrial jargon. This could be accomplished, for instance, by having auto mechanics students read parts and repair manuals which expose them to automotive terminology and the real world of work.

Reading and writing should revolve around a multitude of terms used in industry. Generally, industrial terminology is derived from common words, but in the industrial sense they connote completely different meanings. In Muther's study of mass production he used these terms.[6]

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[5] Kay Paxton and Eva Scully, "Teachers Study Home Economics Concepts," American Vocational Journal, p. 19, Vol. 38, No. 8, November 1963.

[6] Richard Muther, Production Line Techniques, p. 52, New York: McGraw-Hill Book Company, Inc., 1944.

Design Study
Methods Study
Sequence of Operations
Time Study
Balance
Tool Design & Construction
Layout
Equipment Setup
and Adjustment
Final Adjustment

While these words are common, the terms which result imply industrial practices and processes. Teaching reading and writing in this context is relevant to the students' vocational pursuits and at the same time exposes them to the techniques of production technology and self-interpretation of methods, processes and tools used in industry. Such content as this is meaningful and contains the essential elements for learning to communicate in the industrial community and in occupations that students will invariably find themselves.

The study of science should be a study of industry and the industrial phenomena which has created the social and economic order in which students live, learn and work. A wealth of knowledge exists in science and is directly related to the study of nearly all occupational areas. In the machining industry, for example, a machinist needs to know something about metals and their molecular structure and characteristics. For the student learning this trade, units of instruction should include metalurgy and other information about the constituency of metals. This like other areas of ABE content should be completely relevant to an analysis of the subject area with which the students are currently involved.

Another approach to a scientific understanding of industrial materials would be units of study on sophisticated metals which are used in the Aero-Space Industry, especially as these apply to machining and assembly occupations. Time limits a thorough discussion here of applicable information which could be used in the supportive ABE content, but most relevant to the structure of such content is the opportunity provided students to discover the relationships of various subject matter fields. Dale has implied that "When subject matter is organic (organized) it means that a system of relationships has been established. And relationships create relationships, make inferable relationships possible."[7]

The area covering the changing of attitude and behavior is the most critical issue in the development of curricula for correctional institutions. Comparably, skill training is not in the same magnitude with the problem of developing desirable social relationships. For this reason, ABE social science content must emphasize the social relationships required for stability in the world of work and especially those requirements for holding a job and working in close proximity with fellow workers. The attitude of workers reach a critical point when employed in industry and their ability to perform adequately is directly related to their understanding of the interrelationships of people working in technological and industrial emterprises. Drucker mentions in his study of industry that "The essential new concepts of mass production are 'specialization' and 'integration.' Both refer to the relationship between men working together."[8] Drucker implies the need for understanding the complexities of industrial socialization where each individual must contribute to the progress of technology through the application of acceptable attitudes and emotions in a working environment.

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[7] Edgar Dale, "Learning by Discovery," The News Letter, Vol. 30, No. 2, November 1964, Bureau of Educational Research and Service, Ohio State University, Columbus, Ohio.

[8] Peter F. Drucker, "The New Society," p. 23, Harpers Magazine, Vol. 199, September 1949.

Other observations have been expressed regarding individual motivation and behavior in a complex society which demands a constant evaluation of personal values and attitudes. Wagner suggests this to be an essential element of social education and recommends to correctional educators the following definition.

> "Broadly conceived, the major objectives of social education are to help the men through a study of themselves and the society in which they live to so organize their thinking that they will be able to critically examine their basic attitudes and personality patterns and through such evaluation grow in their ability to readjust their thinking, their motivation, and their behavior along the lines of progressive personal and social adjustment."[9]

Obviously, there are many ramifications in the establishment of a realistic program for correctional institutions, but the socio economic aspects of contemporary society seem to be fundamental and essential to the correction of offenders. Whatever the mission of institutions or whatever the philosophy, it is evident that an understanding of the relationships between learning a vocation and the economics and social complexities created by an overwhelming industrial technology must be a major function of any curriculum that attempts to alter or change the personal problems and deviant attitudes of offenders. As Wollard has emphasized, the goals of institutional programs can be reduced to some very basic and simple premises.

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[9] Albert C. Wagner, "A Modern Institutional Program for the Youthful Offender," Federal Probation, pp. 20-24, Vol. 20, No. 1, March, 1956.

> "Men and women released from prison must be able to obtain and hold jobs. Economic survival is essential in an industrial/service oriented society. Released offenders do not differ in their economic needs from the prison teacher, correctional officer, work supervisor, or the Director of the Bureau of Prisons. Economic survival embraces upward mobility in the job market place. Released offenders must be included in this upward mobility segment of the population... correctional goals...must have a total commitment by all...staff. For education and training these goals are:"[10]
>
> 1. Everyone released from prison can achieve a minimum of sixth grade reading ability.
> 2. Everyone who possesses average intelligence will successfully complete the GED prior to release.
> 3. Everyone released from a Federal prison will possess an entry level job skill in a career oriented occupation.
> 4. Everyone will have a respectable job available prior to release.

These goals impose a challenge to correctional educators, but they also reflect the necessities for offenders to meet the challenge for survival in the industrial world of work. Senator Javits, in the U. S. Senate, commented about a computer training program for prisoners. He said in part:

> "Prisons should be a place wherein one may review his mistakes and test his potential. Its aims should be to develop new paths of social behavior that will enable men to return to participate effectively as fully functioning members of society."[11]

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[10] Garland S. Wollard, "Education and Training Position Paper," Federal Bureau of Prisons, Washington, D.C. December 1969.

[11] Javits, M.C., "A New Chance for Prisoner Graduates," Congressional Record - U.S. Senate, p. S11507, September 26, 1968.

A PROGRAM FOR TEACHING BASIC ENGLISH TO ABE LEARNERS

J. C. Keeney
Oregon State Penitentiary

Review English Course

This paper will address itself to an English course that was specifically designed for and has been used by the Education Department of the Oregon State Correctional Institution for a number of years.

The Correctional Institution is designed for first offenders with a sentence not to exceed 10 years and first preference is given to men between the ages of eighteen and 26 years. It contains an Academic School and a large Vocational Department. The average stay continues to grow shorter with more and more emphasis being placed on parole, work release, education release, and temporary leaves. The average sentence is now down to about thirteen and one-half months but the residents still have the need of Academic and Vocational Education and Training.

The school terms have been shortened to eight weeks and many of the courses are designed to fit this time span. The one to be discussed is termed Review English and is designed for people with English achievement levels from the fifth grade to the eighth grade as scored on the Intermediate Battery of the Metropolitan Achievement Test. In this thirteen and one-half month period most of the men desire to earn a General Education Development Certificate (GED) as well as participate in one of the vocational courses which average nine months.

This English Course was designed with the knowledge that most men in this environment have been failures in public school and most specifically were failures in English. The course is built on the premise that each student has a successful experience the first day and experiences some feeling of accomplishment and success each day. Lecturing or discussion by the teacher is kept to a minimum and the students are given many short work sheets that are immediately corrected by the owner. Grades are figured by each student if he desires but are not recorded by the instructor.

It is stressed to each class that A's or B's are not important, but the fact that they retain the material is important. Removing the competition for grades seems to have a positive effect because most of the residents have been losers in prior academic competition.

Another area that is handled somewhat differently is copying or any type of cheating. The students are informed that if they can learn by copying from their neighbor, then by all means feel free to copy all they wish. When they don't feel that they are putting something over on the teacher and when high grades aren't important, cheating is no longer a problem and those who do it are verbally pressured out of it by the class members.

Again, something that was found to be successful is when there must be discussion, each student has a sheet in front of him containing the material discussed so that he can make marks, doodle, or follow along. Immediately following each short discussion sheet is a work sheet so that the material discussed is immediately reinforced. Every man checks his own paper and makes the necessary changes so that any mistakes are readily seen.

Another important and widely used technique in this course is the use of common terms. This means common to this age group and their culture plus examples used are of local or familiar subjects. Example: When talking about the use of capital letters, one rule states that brand names should be capitalized but not the product. One of the examples used is Thunderbird wine, capitalize Thunderbird but not wine. This usually draws a chuckle but seems to make a lasting impression because it's something that they are familiar with and it's not the typical example that they're used to hearing in an English class. Places, names and terms common to the State of Oregon are used because the majority are Oregonians and familiar places and things seem to have a more lasting effect. Due to the fact that this entire course is on stencils, it can be revised, up-dated, or modified with very little trouble.

One of the main principals of the course is repetition of materials previously covered so that there is constant reinforcing and review being carried on. Capital letters is the first area covered but during each succeeding section or major area, capital letter review is interspersed throughout as are all other subjects that are covered. Many areas are stressed so much and so often that by manipulating and constant practice, the material is overlearned although much actual detail is not gone into as to the reasons for some of the rules.

Course Outline

I. Capitalization

  A. Three rule sheets and four work sheets, one of which follows each rule sheet.

  B. Total of 14 rules.

II. Quotation Marks

  A. Five rules and three work sheets.

III. Nouns of Address

IV. Apostrophe use in Contractions

  A. One rule sheet and three practice sheets.

V. Colon as a Mark of Anticipation of a List

VI. Comma following Introductory Words

  A. Following this rule and one work sheet, a practice sheet covering all rules previously covered is done.

VII. Quotation Marks to Enclose Titles

VIII. Verb Tense

  A A three column list is given out and it is recommended that it be kept for future reference.

IX. The Double Negative

  A. This rule has to be discussed rather thoroughly because most of the students are regular violators of this rule.

X. The Apostrophe - Ownership

  A. This is one of the most difficult areas for the students to understand because of the many exceptions to the basic rules.

XI. Punctuation of an Address in a Sentence

XII. Punctuation of a Date in a Sentence

XIII. Subject-Verb Agreement

  A. Subjects and verbs are not gone into in depth, but are referred to as the doer and the action word.

XIV. Correct Use of a and an
XV. Correct Use of who and which
XVI. Correct Use of we and us
XVII. Use of this, that, these, and those
XVIII. Split Quotation Marks
XIX. Use of the Hyphen
XX. Use of I and me
XXI. Use of neither-nor and either-or
XXII. Use of good and well
XXIII. Use of fewer and less
XXIV. Use of words ending in er and est. (Comparative and Superlative)
XXV. Use of learn and teach
XXVI. Use of you as singular and plural
XXVII. Time and money as an amount rather than a number
XXVIII. Use of sit and set
XXIX. Use of besides and beside
XXX Capitalization of Titles Used before Names
XXXI. Who Used as a Relative Pronoun
XXXII. Use of in and into
XXXIII. Proper Usage of Used to and Use to
XXXIV. Use of at and where
XXXV. Use of leave and let
XXXVI. Use of between and among
XXXVII. Use of way and ways
XXXVIII. Parts of Speech

A. Nouns, pronouns, adjectives, and verbs are very briefly gone over. These are more thoroughly discussed during the follow-up English course which is normally taken by the sincere student who desires further study in this area.

The course totals 130 pages of rules and work sheets and can be completed in forty class hours. It doesn't pretend to be perfect or doesn't look overly impressive, but over a period of nine years it has proven to be fairly successful.

A copy of the actual course is available upon request at the San Dimas Seminar for those who may be further interested.

AN EDUCATIONAL PROGRAM IN A
SHORT-TERM CORRECTIONAL INSTITUTION

Earl R. Keesler
New York State Education Department

Introduction

The importance of education in a democratic society is generally accepted without question. This concept has been used to justify extensive training programs in both federal and state prison systems. However, provision of similar services in short-term correctional institutions is not very common. In New York State, for example, it was only in 1966 that the Correction Law was revised to include among the general powers and duties of the State Commission of Correction promulgation of regulations for treatment programs in local correctional institutions.

In 1967 a correction specialist was added to the Commission headquarters staff with primary responsibility for assisting local penal administrators in the implementation of programs. Also, in accordance with the law, minimum standards have been established for five areas, namely, recreation, library, education, counseling, and follow-up.

Additionally, in 1966 the New York State Legislature appropriated funds to be used by the State Education Department for research on educational programs in county penitentiaries. A coordinator was employed by the State Education Department, effective September 1, 1966, and the project has been continued on a yearly extension basis through March 31, 1970.

Since 1967 officials of the two State agencies concerned have cooperated in the development of guidelines for educational and related programs in the county penitentiaries and larger county jails of New York State. During the past three years the State Education Department project coordinator has been on field assignment at the Westchester County Penitentiary which was made available as a participating institution for the demonstration project.

Penitentiary Setting

The Westchester County Department of Correction administers three penal institutions: (1) a men's jail for detention of men awaiting court action, (2) a women's unit for both detained and sentenced women, and (3) a penitentiary for men serving sentences not exceeding one year. The buildings are part of a complex of county operated facilities on a site of several hundred acres.

Of the 1,114 men (minimum age 16) committed to the penitentiary during 1969, 405 were for sentences of sixty days to one year, and approximately 75 per cent of these individuals had not completed high school. This is the target group for the educational program which at the present time is limited to inmates of the penitentiary.

On a large plaque attached to the wall in the main entrance is the following statement of purpose:

> As agents of society we provide a setting for offenders within which the staff works as a team for the constructive treatment and re-education of inmates with the goal of motivating them to participate in their own rehabilitation, thus guiding them back to public respect and useful citizenship.

The full-time treatment staff consists of a psychiatrist, a psychologist, two psychiatric social workers, and one family and child welfare social worker. Two chaplains are on regular assignment and others are available on call. Volunteers conduct groups in such activities as painting, arts and crafts, music, creative writing, and public speaking. Consultant service is provided for the library, including assistance in obtaining books.

Historical View

The educational program at the Westchester County Penitentiary has developed in several stages. The first stage, covering the period July 1962 to June 1965, was carried out through the efforts of the Weschester Citizens Committee of the National Council on Crime and Delinquency. This Committee has made repeated attempts to obtain financial support for the project and was primarily instrumental in securing the 1966 appropriation.

The second stage began in July 1965, at which time the Adult Education Department of the City of White Plains became the operating agency. The program then consisted of one basic education class, financed with federal funds available through the Division of Continuing Education of the New York State Education Department. Early during this period a second class was added, making it possible to divide the men according to grade level in reading.

The third and present stage began in 1966 following action by the State Legislature as noted previously. An exploratory meeting was held at the Penitentiary in August 1966, attended by representatives of the

State Education Department, the White Plains Adult Education Department, and both the correction and treatment staffs of the Penitentiary. It was agreed that (1) a high school equivalency refresher class be added to the program, (2) increased individual counseling be provided the men while within the institution, (3) further supportive assistance be made available at the time of discharge in locating housing, finding employment, and arranging for further education or job training, and (4) continuing follow-up contacts be maintained in so far as possible during the period of evaluation.

Accordingly, an equivalency class was started in November, and a community counselor was added to the staff to provide reentry assistance.

By the end of the first year of the expanded project, there was sufficient evidence of success to warrant further broadening to include a modified occupational training program. It was found that this might be possible under the provisions of the Vocational Education Act of 1963. An application was prepared in cooperation with the Coordinator of Occupational Education for Westchester County public schools, submitted to the Division of Occupational Education Supervision of the New York State Education Department, and approved for funding during Federal fiscal year 1969. There was considerable delay in obtaining clearance from Westchester County officials and in program development at the penitentiary. As a result, it was February 1969 before the first group of men entered training. Because of the late start, it was clear that another year was needed for a fair trial. Application was made to the State Education Department for extension through June 1970, approval was granted, and the project has now entered its second year.

Although some attention had been given to the need for post-high school training and assistance was available to men interested in entering the Westchester County Community College, there had been little success. During the 1968-1969 academic year the Westchester Cooperative College was opened in the City of Mount Vernon, under joint sponsorship of two private colleges and a unit of the State University located in the County. Introductory talks led in September 1969 to an arrangement for a teacher from the college center to lead a literary discussion group one afternoon each week in the penitentiary. The purpose of the series is to give the men an opportunity to meet in a seminar-like situation and to encourage some of them to enter the college orientation program after release.

Academic Classes

Since each sentence is to 'hard labor', the men are busy during the day with regular work assignments. Therefore, school and many other activities are held in the evening.

Schedule

The basic education program now includes the following sections:

Lower or literacy group	- reading level below grade 5
Intermediate group	- reading level grade 5 - 8
High School refresher	- reading level above grade 8

Classes formerly met four evenings per week but this was reduced to three for budgetary reasons. They are presently Monday, Wednesday, and Thursday throughout the year except legal holidays. Sessions are two and a half hours in length including a coffee break.

Administration and Staff

General administration of the program is provided through the White Plains Coordinator of Adult Basic Education. However, the senior guidance counselor is responsible for actual supervision at the penitentiary. In addition to instructors, the staff now includes two guidance counselors. The position of community counselor has been dropped because his functions are being carried out by the vocational counselor.

One instructor is a probation officer and the other staff members are all full-time employees in nearby school districts. As a general policy, each works a maximum of two evenings per week.

Turnover has not been a problem, and each of the seven current members of the staff has been involved for three or more years. Necessary replacements are recruited by the Coordinator who uses the same sources as for the White Plains evening adult classes.

In-Service Training

Although no staff member had similar prior experience, each is a highly trained professional who has been able to make the necessary adjustments in order to work effectively within a penal institution. Preliminary briefing includes information concerning the penitentiary organization, basic rules and regulations, cooperation with the correction officers, and resources available through the treatment staff. Continued assistance and supervision are provided through staff meeting and individual conferences.

During the first year of the project, a broadly experienced adult basic education teacher was assigned two evenings each week as an instructional specialist. He assisted the teachers in working with small groups, in improvement of over-all techniques of instruction, in the use of programmed materials, and in the operation of audiovisual equipment.

Recruitment for the classes

At the classification board meeting each Monday, Wednesday, and Friday morning, possible candidates are informed concerning the educational program. The only eligibility requirement is a sentence of at least sixty days, and every man who might benefit from participation is encouraged to do so. Men who have been enrolled in a class previously may be re-admitted during shorter sentences. One evening weekly a counselor administers to all new eligible men a form of the Nelson Reading Test, interprets the results individually, and explains the next step. Each man who elects to continue is further tested to determine grade level in reading and arithmetic. On the basis of the latter, he is assigned to one of the classes.

Vocational Training

The 1969 budget provided for a combination coordinator-counselor who began work in late October 1969. He devoted nearly three months to orientation and preliminary program development. Penitentiary maintenance was selected for the first training area because there were a minimum of security-custodial problems and the correction officer in charge had a very positive attitude toward the program and its goals. For similar reasons and after receiving assurance that the project would be extended another year, the staff dining room was designated a second training area.

The original project application included both a coordinator and a counselor, and once the program was underway it became evident that one person could not do the job needed. Therefore, an additional part-time counseling position was requested in the application for extension. This was approved and a counselor was employed in November 1969. The duties are similar to those of the previous community counselor and involve pre-discharge planning not only for employment or further training but also for housing, temporary subsistence, and various personal problems. Assistance on the day of discharge is available if wanted, including transportation, aid in keeping appointments, and related services. A follow-up record is kept in so far as contacts can be maintained or information is available.

Evaluation

Contrary to prevailing opinion, the problem of frequent turnover in a short-term institution has not been critical. In fact, anticipation of early discharge has been a strong motivating factor in many cases, and academic results have been surprisingly good.

Basic Education

From November 1966 through October 1969, 289 men were enrolled in the two basic education classes. A significant number attended regularly until the day of discharge, although some dropped out the first week. Initial and terminal achievement scores in reading and arithmetic were available for a majority of the men. These showed a consistent average gain of one grade level for each three months attendance, with a range from no gain to several grades.

Best results were obtained in groups of no more than six in the literacy section and ten at each of the other levels. It was also found that the possibility of promotion to the next higher level is an important incentive.

High School Equivalency

During the three years ending October 1969, 158 men were enrolled in the high school equivalency class. Of this number, 83 took the General Educational Development Tests while still in the penitentiary and 69 high school equivalency diplomas were issued.

These 83 men attended from 9 to 63 class sessions each, with an average of 32, while 60 men who left the class without being tested had an average attendance of only 12 sessions. The group tested had an I.Q. range from 76 to 125, with a median of 101, as determined by the Otis Quick-Scoring Mental Ability Test. Only one successful candidate had an Otis score below 89 and five in that range failed.

The total G.E.D. scores varied from 162 to 330, and subtest scores varied from 28 to 73. An analysis of results indicated areas of weakness which required increased emphasis in class instruction.

Vocational Training

Implementation of the program in even two areas required a great deal of effort, and coordination of training with production was a continuing problem. However, eligible inmates (minimum of sixty days to serve) responded well and a total of 52 individuals were involved from February through November 1969. It is too early to assess results or to measure the effects of reentry counseling and post-discharge assistance.

Discussion Group

Considerable interest was generated in the literary discussion group which began in September with four participants and by December had grown to ten. Several were discharged in the meantime, two of whom enrolled in the orientation program at the Cooperative College Center. While it is too soon to make an evaluation, at the very least the fifteen men involved so far have been given something constructive to occupy part of their free time.

Summary

From its inception, the educational program at Westchester County Penitentiary has been based upon the following four hypotheses:

1. Most adults serving sentences are educationally disadvantaged.
2. A substantial number of these individuals welcome an opportunity to improve their education.
3. Significant educational progress can be made by those who wish, even during short-term confinement.
4. Improved skills, together with needed counseling, will lead to a better relationship with society for a significant number of these persons.

Available records show that 75 to 80 per cent of the individuals committed during the years 1964 through 1968 did not complete high school. Furthermore, a majority of them were unskilled, had a poor employment record, and had been frequent recipients of welfare and other public services.

For the past three years, at any given time 20 to 30 men were registered in three academic classes. Additionally, for the past ten months 10 to 15 men have been engaged daily in a modified vocational training project. More recently, up to 10 men have taken part weekly in a literary discussion seminar.

Counselors and teachers have found that these men accept direction, respond well to instruction, and display an unexpected degree of enthusiasm and sense of purpose. Individuals make frequent request for supplementary books and materials for extra reading and study.

There is already considerable evidence of improved adjustment to the demands of a respectable life in the community, such as, increased concern about continuing education or job training after discharge, more initiative in seeking help and counseling through various agencies, and a positive change in overall attitude as noted by members of both security and treatment staffs.

In conclusion, experience has confirmed that the outcome of any program depends largely upon the extent of its acceptance and support by institutional personnel. Key individuals should be involved in every step from initial discussion to final operation. Favorable comments and active participation by line correction officers are essential in determining the success of a training project.

AN EDUCATION RELEASE PROGRAM IN OREGON

William F. Kennedy
Oregon Corrections Division

Work Release laws, for city, county or state prisoners, have been used by a number of different jurisdictions in an attempt to solve some of the problems resulting from incarceration. These laws assist the offenders' integration into the community by maintaining employment and family support while requiring appropriate levels of restraint. Although the most significant period of growth has been in the past decade, the idea is not new. In 1913 Wisconsin passed a work release bill for county jail prisoners. Senator Henry Huber expressed the bill's objectives when he stated "...committing a man to jail with nothing to employ his time defeats the ends of humanity more often than advancing it by depriving his family of its bread winner. Under the proposed law, he is shown the error of his ways, given a sentence and kept employed so his family is not reduced to want."[1]

The law has been amended several times since 1913: in 1919 women were included; in 1927 discretionary authority was given the courts; in 1945 prisoners in county workhouses were added; in 1947 contempt of court cases were included; in 1949 and 1959 minor revisions were made and in 1965 it was further expanded to include state prison inmates.

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[1] American Correctional Association Proceedings, 1958, p. 391.

Legal Basis of Release Programs

Education Release in Oregon also gradually evolved from revisions of work-release laws. The original act (ORS 137.520) passed by the State Legislature in 1959 was very similar to the Huber Law and the ten state statutes which preceded Oregon's. It limited participation to misdemeanants residing in county jails who were serving sentences of less than six months.

A 1965 survey of each of Oregon's 36 county sheriffs indicated it to be little more than an unused statute. Of the 32 responses, twenty sheriffs replied they had made no use of the law and twelve replied they had used the law a total of forty times since 1959 when the law was enacted. The reasons for their negative reaction were primarily:

(1) lack of personnel required to administer the program,
(2) limited use by the courts,
(3) inadequate jail facilities, and
(4) lack of adequate employment.

Since the objectives of the program appealed to penologists, social reformers and fiscal analysts alike, the 1965 Legislature considered proposals to make the law more workable and revised several statutes to place operation and control at the State level. The Oregon State Board of Control was authorized to establish a Corrections Division which

> "... shall establish and administer a work release program under which a person sentenced to a term of imprisonment in a penal or correctional institution may be granted the privilege of leaving secure custody during necessary and reasonable hours, for the purpose of working at gainful private employment in this state that has been approved by the division for such purpose. Such program may also include, under rules developed by the division and approved by the board, temporary leave for the purpose of seeking employment."

> "... In addition to other duties assigned by the board, the division shall:
> (a) Locate employment for qualified applicants;
> (b) Effect placement of persons under the work release program;
> (c) Collect, account for and make disbursements from earnings of persons under the work release program; and
> (d) Generally promote public understanding and acceptance of the work release program."[2]

Work Release in Oregon

A study of any release activities authorized in Oregon requires a summary of the work release program. Since its implementation in April, 1966, a total of 1117 felons have been placed in work or training situations while residing at the Penitentiary Farm, Oregon Women's Correctional Center or in one of the twenty city and county jails which have been approved for participation. 101 (9.5 per cent) of these have been on education or training release.

WORK RELEASE ENROLLEE PROGRAM STATUS

	April-Dec 1966	1967	1968	1969	Totals
Original Placements	113	243	352	409	1117
Discharged	21	115	120	131	387
Paroled	18	76	86	132	312
Violated	15	62	79	87	243

These statistics are accurate within two per cent. An analysis of individual files is being conducted currently to eliminate discrepancies caused by multiple placement and multiple violation

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[2] Oregon Revised Statutes, 144.420, May 1965.

Analysis of the violation rate of 21 per cent is considered very favorable; four out of five successfully complete the program. A detailed scrutiny points to drinking and unauthorized absence as a primary basis for violation, 58 per cent. A rate of 4 per cent escapes is considered acceptable when one realizes that all enrollees have daily opportunities to leave. Other violations in order of occurrence include: violation of institution rules, misuse of money, unauthorized visiting, misappropriation, unsatisfactory adjustment, and commission of a new crime.

The primary limitation on expansion of release programs in Oregon is lack of housing and further implementation is dependent upon development of community resources. Lodging enrollees in confinement facilities is not satisfactory. A major portion of the rehabilitative effect of work release is negated when a man must return to jail quarters and associate closely with inmates on a different status. Also, departure and return of releasees interferes with jail security. Lack of leisure time programs inhibits a planned treatment program but this problem could be reduced by Divisional control of release centers or halfway houses.[3]

Education Release

The 1967 Legislature amended the 1965 statute by adding the purpose, "Obtaining in this state additional education, including but not limited to vocational, technical and general education." The first step in implementing the new legislation permitting education release occurred when a few Penitentiary and Correctional Institution inmates were approved for release to Vocational Rehabilitation Division training courses. This was soon followed by approval of the first Federally funded higher education proposal in a penitentiary through Upward Bound when 8 women and 42 men were assigned to the Oregon Project NewGate in July 1967.

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[3] Garland D. Godby, Annual Report, Work Release Section, Oregon Corrections Division, 1968, p. 5.

Academic Programs

The Penitentiary had been providing tuition free correspondence courses to inmates through the Division of Continuing Education, Oregon State System of Higher Education, since 1950 and volunteer faculty from Oregon State University had been conducting extension credit courses at the institution for no fee since Fall quarter 1965. As a result, many inmates had completed over fifty quarter hours of college credits. With special permission from the National Advisory Committee, the normal Upward Bound guidelines, which specifically require college preparatory instruction, were revised to include completion of baccalaureate degrees and the definition of youth was revised to include all those below the age of fifty.

The objectives of Oregon Project NewGate are probably best explained by paraphrasing parts of the grant proposal prepared by Dr. Thomas E. Gaddis. The project is based on a policy assumption that is sociological in character: that a neutral educational system can be placed in a symbiotic relationship with a total social system without significant loss of controls; and that the enrolled individuals can make permanent and significant gains which will ameliorate the deprivation quotient of the entire host-system, which is in the position of tolerating these innovations. A second assumption is made that natively endowed but socially and culturally handicapped individuals can rise to new educational levels in society if they are given a careful chance and that individual consideration and small group interaction will motivate and involve students more than the usual classroom atmosphere.[4]

Although the proposal was written for only one year's funding, provisions were made for those released before the end of the grant to continue in educational programs. Dr. Gaddis did not wish to raise the expectancy level of inmates without some provision to implement this expectancy.

Criteria for selection of inmate students followed many of Upward Bound guidelines, i.e., poverty, ethnic and urban-rural considerations, but length of sentence, parole hearing date, offense record and behavioral reports were accorded considerable weight in interviewing. The only exclusions were opiate narcotics addiction, aggressive-assaultive homosexual behavior, previous college enrollment and less than high school sophomore achievement.

The general format to the program was to bring the campus to the students rather than the students to campus. A college environment was introduced by bringing speakers, faculty, and counselors in addition to cultural events to the institution during an intensive orientation and instruction summer quarter. The nine month regular college credit teaching period included fewer cultural activities but continued counseling and discussion groups conducted by a clinical psychologist.

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[4] Thomas E. Gaddis, A Demonstration Project for the Education of Disadvantaged Inmate Students of a Maximum Security Penitentiary, OEO grant proposal, 1967, p. 6.

The second, and possibly most important part of the demonstration, was the adjustment of students released to a college campus and the provision of budget and counseling service and encouragement to them in the changeover from prison to campus.

In both the inside and outside programs, the general goal sought has been change of attitude towards society and self through education and counseling. The psychological goal is inmate regeneration and change in self concept, and an alteration of basic motivational patterns. It is hoped that many of the students who complete the program will change their lives into sufficient productivity and satisfaction to make them reasonably responsible members of society who are self-supporting within the law.

The Oregon Project NewGate is now in its third year of operation. It was initially funded for $142,631 on March 31, 1967 under the sponsorship of the Division of Continuing Education of the Oregon State System of Higher Education, was refunded in a new grant of $239,971 on June 1, 1968 for a second year under sponsorship of the University of Portland and was again refunded for $238,000 on June 1, 1969. In addition to this, a $63,000 supplementary grant was allowed by OEO to replace equipment and materials, provide space modification and purchase trailers following the riot at Oregon State Penitentiary on March 9, 1968 which destroyed nearly all of the educational facilities. Although the amounts appear substantial they have not increased rapidly enough to maintain the growth of the program.

In the original proposal it was estimated that approximately eight of the fifty selected students would be financed for board, room and tuition on a college campus. No outstanding operational problems were encountered during the first year of the NewGate project, but as more students qualified for education release and as individual curriculum required attendance at schools, University of Oregon, Oregon State University, Lane Community College, etc., transportation expenses and travel time to classes precluded completion of some college programs. The original legislation permitted releasees " ... the privilege of leaving secure custody during necessary and reasonable hours (ORS 144.420) but distances from approved jails and the requirements for library study time developed unforeseen difficulties. The 1969 Legislature further revised statutes to remove the "secure custody" clause and substitute "assure adequate supervision and custody of persons quartered therein" and authorized expenditures from State general fund budgets to support NewGate type projects. This enabling legislation permitted establishment of Aldergate House adjoining the University of Oregon where ten released felons are now enrolled.

Through scholarships granted by Oregon's major colleges and cooperative funding with Vocational Rehabilitation, 72 men and women have received NewGate support following education release, parole or discharge. Thirty-four are enrolled in university or community college programs at this date. Although ten remained in the program for only two months or less following release, one student completed his baccalaureate degree and nine are now enrolled as seniors.

NewGate Student Statistics

Total enrolled since July 1967	128
Approved additional enrollment January 1970	13
Number released, paroled or discharged, with NewGate assistance	72
Number enrolled at Oregon State Penitentiary, Fall 1969	32
Number enrolled in universities, Fall 1969	27
Number released December 1969 for enrollment in Winter quarter at University of Oregon	7

Although the original NewGate proposal was designed to maintain a level of fifty students enrolled inside the institutions, the expenses for tuition, subsistence, transportation, etc. for on campus students has far exceeded estimates and the total number involved has been reduced. National headquarters did not permit the Oregon project to enroll any new students during Fall quarter, 1969 as this would require transfer of funds from other projects.

"Despite the various difficulties encountered by the project both inside and outside, it has not become clear that in the main a successful and rewarding program can be established by a neutral system inside a maximum security prison if the Warden and the Education Director give it active support. It also appears, being demonstrated with a number of minor exceptions, that a continuation of subject matter interests on the inside of the prison can be continued to campus placement outside the prison with more than moderate success."[5]

The following four additional NewGate projects began operations in 1969: Penitentiary of New Mexico, Santa Fe; Minnesota State Reformatory for Men, St. Cloud; Federal Youth Center, Ashland, Kentucky; and Pennsylvania State Correctional Institution, Rock View. They all vary from the original project in student age, grade level, racial mix, etc., but the Pennsylvania proposal is probably the most unique as it includes selection from both State and County inmates. Innovative proposals for institution projects should be submitted to Carol Stoel, NewGate Project Analyst, Office of Program Development, Office of Economic Opportunity, Washington, D. C. 20506.

Vocational Programs

While academic education release programs have been progressing satisfactorily to the limits of budgetary restrictions, vocational training release programs have been more limited. In July 1968 the Oregon State Employment Division established a Manpower Training Development program for 25 inmates at the Oregon Womens Correctional Center and the Oregon Correctional Institution to "provide in-depth services in aiding inmates to identify suitable occupational goals."[6] To locate appropriate

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[5] Oregon Project NewGate, Information Sheet, July 1968, page 5.

[6] MDTA Corrections Proposal, Employment Division, State of Oregon, 1968, p. 3.

training for individual requirements, inmates were transported daily to training situations rather than bring instruction to the institutions. Because of the limited number of clients and the variety of training classes required, the Employment Division contracted with the State Board of Education for vocational training situations, specifically designed to meet the needs of clients on an individual referral basis. Employment orientation was described as a crucial segment of the process so that clients would be provided skills and techniques to bolster self-confidence and enhance their chances for obtaining and maintaining employment after training. Emphasis was placed on employee and employer relations, the importance of developing good work habits, personal hygiene and grooming, preparing applications for work, and participating effectively in a job interview.

A larger number of inmates than those selected for vocational training were involved in employment orientation, job development and placement activities so they could assume certain aspects of a "control group" for evaluation purposes. Since all of the training programs have not been completed, an evaluation is not yet available.

The Vocational Rehabilitation Division, State of Oregon, has been assisting releasees on both training and work status for several years and most of their present adult corrections budget ($229,919) is committed to support of release center enrollees. They provide counseling, approximately $4.50 per man per day for housing costs, and supply students with about $150 incidental costs (health insurance, clothing, books, track shoes, etc.). Very few Penitentiary releasees are now accepted by VRD unless they are also NewGate students but men from the Oregon State Correctional Institution have been placed in universities, community colleges, vocational schools and on-the-job-training situations.

Future

Present planning by the Corrections Division in cooperation with other State and Federal agencies will result in a considerable expansion of work and education release.

Work release accommodations now available provide 74 beds in 20 jails throughout the State and 50 beds at the penitentiary farm for releasees in the Salem area. The 1969 Legislature authorized two 48-bed release centers, Eugene and Portland, which will provide urgently needed housing in areas of high employment placement and training potential. The Vocational Rehabilitation Division expects that approximately 20 per cent of the residents will be involved in training programs, some of them full time. Law Enforcement Assistance Act, Manpower Development Training Act, Vocational Rehabilitation Division and Correction Division funds will establish a release center for women in Portland within two years and 50 per cent of the inhabitants are expected to be enrolled in educational or training programs.

Oregon's delinquent youth are often denied appropriate training situations and in institutions are often assigned to attend the classroom curricula which they previously opposed. The Public Welfare Division is exploring the possibility of using Aid to Dependent Children funds to defray training expenses not allowed by MDTA for the 161 juveniles residing in Oregon's fourteen Youth Care Centers. Four more centers are expected to begin operation before July 1971 so present problems will become more acute. The State Board of Education has expressed interest in using Vocational Education Experimental-Demonstration funds to provide training for these youths to alleviate some of the pressure.

The Division is establishing a cooperative program with Chemeketa Community College, Salem, to conduct a two year Associate of Arts computer programmer and customer engineer training course utilizing the XDS 190 at the penitentiary and the IBM 360 computer at Chemeketa. Students who are accepted and who progress satisfactorily while enrolled at the penitentiary will receive MDTA or VRD support to continue training if released before completion. XDS has assured employment placement for those who successfully complete the program.

Two or three college credit classes per year have been offered on a contract basis at the Oregon Correctional Institution with limited success and a correspondence course contract with the Division of Continuing Education, Oregon State System of Higher Education was cancelled several years ago as so few inmates completed after enrolling. Because of the changing population pattern of achievement level, intelligence quotient, etc., a recruiting program was conducted this fall at the University of Oregon to obtain faculty who would teach credit classes in institutions for no fee. Of the 42 who responded for interview, 17 are now teaching ten classes to nearly one hundred inmates at OSCI. (Because of the 130-mile round trip distance, several courses alternate instructors each week.) An additional 13 are teaching eight courses at the Penitentiary to supplement the regular Oregon State University volunteer faculty. DCE is authorizing extension credit to students for no fee.

Increasing educational opportunities (exposure) creates a demand for release or parole to universities to continue study and expansion of MDTA or NewGate type projects. The State must soon develop additional outside resources so students do not become frustrated and so the reorientation or resocialization effects of education are reinforced.

Southern Illinois University Survey Summary of Status or Work Release Among States in Which Some Form of Program is Authorized by Law

State	Year Prison Program Authorized	Year Jail Program Authorized	Prison[a] Program Implemented	Date Program Implemented	Number of Inmates on Program at Time of Report
Alaska	1967	1967	A	July '67	None
Calif.	1965	1957[b]	A	April '66	25
Colo.	1967	1965[b]	A	Feb. '68	4
Conn.	1968	...	B	...	...
Del.	1958	unreported	C	1958	unreported
Dist of Columbia	1966	1966	A	April '66	117
Fla.	1967	1963[b]	B	...	...
Ga.	1968	...	B	...	...
Hawaii	1967	1937	A	June '68	7
Idaho	...	1957	...	...	...
Ill.	1967	...	B	...	...
Ind.	1967	1963	A	April '68	28
Iowa	1967	1966[b]	A	July '67	7
Maine	1967	1967[b]	A	Feb. '68	22
Md.	1963	1963[b]	A	July '63	207
Mass.	1967	1962[b]	B	...	...
Mich.	1966	1962[b]	A	June '66	84
Minn.	1967	1959[b]	A	Oct. '67	19
Mont.	...	1968	...	...	...
Neb.	1967	...	A	Oct. '67	11
N. H.	1967	...	A	May '68	2
N. C.	1957	...	A	1957	979
N. D.	...	1957	...	...	...

Southern Illinois University Survey Summary of Status or Work Release Among States in Which Some Form of Program is Authorized by Law

State	Year Prison Program Authorized	Year Jail Program Authorized	Prison[a] Program Implemented	Date Program Implemented	Number of Inmates on Program at Time of Report
Ore.	1965	1957[b]	A	March '66	96
Pa.	...	1963	...	...	...
R. I.	1966	1966	A	Oct. '66	13
S. C.	1966	...	A	June '66	42
S. D.	1967	1967[b]	A	Jan. '68	9
Tenn.	...	1967	...	...	...
Utah	1967	1967	A	Dec. '67	30
Vt.	1966	1968	A	July '66	16
Va.	...	1956	...	...	...
Wash.	1967	1961[b]	A	Jan. '68	15
W. Va.	...	1959	...	...	...
Wis.	1965	1913[b]	A	Oct. '65	17

[a] Key to answers to: Prison program implemented?
A. Yes
B. Program is in planning stage
C. No response to our questionnaire from this stage; this report based on David A. Bachman, Work Release Programs for Adult Felons in the United States: A Descriptive Study, M.A. thesis, Florida State University, 1968, Table 3.

[b] Prison department of the state reports work release has been implemented by some of the jails.

SOCIOLOGICAL BASES OF LEARNING FOR OFFENDERS

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Introduction

Although rehabilitation has not yet won a clear-cut victory over punitive treatment of the adult prisoner in the American culture, there is rather convincing evidence that public opinion is moving toward approval of corrections as a replacement for punishment. For example, a national public opinion survey conducted in 1967 revealed that whereas 48 per cent of those polled felt that rehabilitation is the major focus of prisons today, 72 per cent felt that rehabilitation should be the major emphasis.

Such a finding is encouraging to those familiar with the slow, tedious evolution in penal reform represented by changes from legal and social injustices of the colonial period to prison reforms initiated by the Quakers, to the "Golden Age" of prison reforms ushered in about 1870, to the research and development era in the 1920's and 1930's, to present-day programs of probation, institutional training and treatment, and parole. The fact that people are gathered in this conference to "create a model of adult education" for correctional institutions, attests not only to an interest and concern for educating the adult prisoner, but it also serves as testimony that educating the prisoner has become expected and accepted in the United States today. The question no longer seems to be are we going to have an education program in our prisons. Correction personnel are now confronted with two crucial questions: 1) what constitutes a meaningful education program, and 2) how can that meaningful program be implemented?

The Socialization Process

To carry on the search for answers to the foregoing questions, members of this conference should remind themselves frequently that "The general theme we will be stressing throughout the program is one which sees education as a socialization process." That quote is from a letter from your program director. Unless the socialization process is viewed as the source of all learned behavior, one runs the risk of being in the impossible position of having not one concept to define--the socialization process--but three, socialization process, learning, and behavior. Such a position implies that each is a separate entity when in reality all three are inseparable. Since man generally acts out his theoretical or philosophical beliefs, what he believes is important. Evidence of this is seen in child-rearing practices of parents, classroom behavior of teachers, and in the conduct of corrections' personnel.

Because the socialization process is to be the central point of reference for model-building in this conference, the concept, socialization, needs to be examined as a meaningful context in which to interpret the role that education can play within that context. An elementary, yet fundamental truism is that socialization processes do not take place in a vacuum. Human behavior is characteristically a group phenomenon. It is thought by some that the behavior of an individual when he is alone is not entirely free from the influence of the "generalized other" so that a person reflects group influences and group motivation even while not a member of a group at the time of the action.

The Nature of Socialization

Before an effective educational program within the context of the socialization process can be created, it appears to be worthwhile to encourage those who try to create such a program to explore the nature of socialization.

Socialization as a Process. Orville Brim (1966) claims that socialization is a process by which persons acquire the knowledge, skills, and dispositions that make them more or less capable or effective members of society. Brim further holds that socialization is a process by which humans develop characteristic or patterned responses to stimuli. It is interesting to note that he is accounting for all behavior as the result of the socialization process, not just selected behaviors. If one accepts Brim's definition of socialization, then it may prove both worthwhile and interesting to reconsider some pertinent issues, issues that remain unresolved from your high school days: 1) does one person become a criminal by the same process that another becomes a clergyman? 2) is a child born human or does he become human through human association? 3) can human behavior be adequately accounted for if human behavior is thought to be the product of the interaction between the traits of the person's personal world? and 4) is behavior the result of cultural determinism? Even the question of free will versus determinism suggests itself for consideration. Answers to the foregoing questions are significantly related to what one would choose to include or omit from an education program for adult offenders.

Socialization and Social Setting. It is generally taken for granted that socialization processes occur in a broad social matrix. Consequences of human growth taking place outside the customary social environment are well presented both in fact and fiction dealing with people reared relatively free from contact with other people. Some of the best known materials explaining the effects of prolonged isolation upon young children appear in the writings of Kingsley Davis (1947).

Patterned human behavior, then, may be considered learned responses acquired to cope with what the individual feels are the demands of the broad social milieu in which he finds himself. As people move from a social structure characterized by primary, face-to-face group relationships, socialization processes take place more and more within large complex organizational settings. Wheeler (1968) contended that in modern societies socialization settings are large formal organizations. He maintains that just as industrialization has brought the development of massive industrial and business organizations so it has also led to the development of organizations for processing people. He sees the school, university, mental hospital, and the prison as prime examples.

Socialization and Large-scale Organizations. Brim and Wheeler (1965) observed that many people spend much of their lives in complex bureaucratic organizations whose duty it is to change behavior. They hold that the school is to provide basic skills, universities are to provide advanced training, mental hospitals should effect recovery from psychosis, and people in prisons should be exposed to corrective programs. They elaborate the point that socialization processes are not confined to intimate environs, and that people's lives after about age five or six are bound up with large-scale organizations that attempt to provide new learning or a setting for relearning.

Prison Socialization

Before beginning an examination of sociological bases of learning for offenders, it should be pointed out that it is the claim of some that approximately two-thirds of the men released from prison are reimprisoned. Glaser (1964), holding a contrary view, calls that figure a legend. He prefers to believe that he has conclusive evidence that two-thirds do not return to prison. Whatever the figure, finding improved ways of resocializing, rehabilitating, educating, or "replacing their defects" is the goal of corrections, and it is toward that goal the sights of this conference are set.

Need for Resocialization. Stated briefly, that segment of the American population with which this conference is concerned are for the most part between the ages of 15 and 30; they are ill-equipped for the current labor market, and have a history of failure; the failure pattern extending to the field that they think they know best, crime. Many other features associated with the adult offender could be presented here, but those are the major ones under which probably most others can be subsumed or closely allied.

Central Purpose of This Paper. The central purpose of this paper is to explore the prison milieu in which it is presumed the adult offender will be stimulated to replace socially unacceptable behavior with response patterns that will provide him with the means of successful reintegration into society. What are some of the significant forces in the prison social structure known to have serious impact upon the inmate as a learner? Rather than review each one, those interested in pursuing the matter more in scope and depth would do well to see the following materials: Berk (1966); Garabedian (1963); Irwin & Cressey (1962); Sykes & Messinger (1958); Wellford (1967); and Wheeler (1961).

Need for Reemphasizing Rehabilitation over Custodial Care. Although a great deal of satisfaction can be derived from the results of the national poll referred to in the opening statement of this paper, criminal justice personnel are aware of the long, hard road that still lies ahead before the job is finished. In "The Challenge of Crime" (1967 there appears an identification of some of the reasons for the delay:

> The correctional apparatus to which guilty defendants are delivered is in every respect the most isolated part of the criminal justice system. Much of it is physically isolated; often they are situated in rural areas, remote from where the institution's inmates were tried and from the communities where they lived.
>
> The most striking fact about the correctional apparatus today is that, although the rehabilitation of criminals is presumably its major purpose, the custody of criminals is its major purpose. /pp. 11-12/

The most serious consequence of emphasis on custodial care rather than on corrections is that it retards the development of new and perhaps more highly effective educational programs. Personnel, no matter how dedicated and/or willing cannot act out two roles simultaneously. That is what would be needed to serve both the rehabilitative and custodial care function at once.

Recidivism and Staff Needs. In the Task Force Report: Corrections (1967) it is pointed out that to reduce significantly the amount of recidivism it is necessary to have a sufficient number of qualified staff to perform all the tasks that must be taken care of in the corrections' complex. Summarizing further, the report goes on to state that in corrections, the main ingredient for changing people is other people. This ingredient is thought to be in short supply. A series of regional and national conferences, limited survey studies, and a few demonstration programs related to personnel training have concluded that most correctional institutions and agencies are clearly understaffed, deprived of essential services, and manned by personnel with little or no educational preparation for corrections work. To these personnel problems, could be added absence of civil service protection, politically appointed misfits, and people who have neither the "feel" for, nor the interest in the restoration of deviating personalities to useful, productive lives. It is not here argued that the elimination of the foregoing personnel deficiencies will automatically guarantee a satisfactory rehabilitation program, but it is almost certainly predictable that so long as they are a part of the corrections' apparatus, the possibility of developing an adequate program is practically nil.

It logically follows that deficiencies in institutional corrections' manpower may not be responsible only for failing to bring about resocialization, but they may also be making a direct contribution to recidivism.

The President's Commission Report (1967) suggests a number of important characteristics of corrections' apparatus. For example, it is contended that differences among offenders do not account for the most telling differences among correctional facilities and procedures. That report contends that it more likely that important differences might be traced to things like administrative fragmentation along with divergent and unclear philosophies, theories, or purposes.

To this point attention has focused in this position paper upon some general socio-cultural factors known to be associated with movement toward a more effective rehabilitation procedure involving the education component.

There is reason to believe that it is easier to create an education program suitable for the corrections' complex than it is to make programs acceptable to the inmates. Several factors appear to be contributing to this situation, and unless corrections' workers take note of them, inmate education runs the risk of being little more than a topic of conversation at service club luncheons.

Some Stumbling Blocks to Corrections' Development

Comments will now be directed toward some factors that are entrenched at various points in the rehabilitation spectrum and are causing problems for educators as well as for offenders. These barriers serve as stumbling blocks to corrections' development. It is probable that persons attending this conference have already been exposed to these items many times before. If such be the case, perhaps courage can be found to sit through exposure once more on the ground that another consideration of them will do no harm.

The Plague of Common Sense. In spite of today's widespread acceptance of and belief in the value of the research and development arm of corrections as a source of necessary help, there are still those who prefer to deal with highly complex problems of law violation and rehabilitation on the basis of common sense. Continued use of the common-sense approach to handling offenders may be accounted for in part by the following: 1) it is a way of explaining human behavior to one's satisfaction without hard intellectual analysis; 2) common-sense explanations are a good medium by which folk thought or hand-me-down beliefs can be preserved; 3) personnel willing to champion common-sense approaches to the treatment of adult offenders frequently can be hired at a money-saving salary level; 4) common-sense based notions about what the criminal needs frequently fits neatly into the political climate in which corrections is often operated; and 5) the long period during which J. Edgar Hoover has served as America's number one enemy of rehabilitation. Hoover has preferred to champion the beliefs grounded in such bizarre epithets as "the machine-gun justice school of criminology and penology," "dirty slimy criminals," "moo-cow sentimentalities," associated with "cream-puff" treatment of "punks." It would appear that common sense is more than adequate for the operation of a criminal justice system within such an attitudinal structure.

Lack of Clear Goals for Educational Programs. There are at all levels of education from time to time programs constructed without first making sure that the assumptions are clear on which the determination of program content must stand or fall. Identification of clear-cut assumptions is of necessity the first task in developing an effective educational program. One of the major assignments facing people in this conference is to create a model for corrections' education. It is safe to predict that the most difficult aspect of that assignment will be to finish the following: "The purpose(s) of this education program is (are) to ..." Even with clear-cut goals well in mind there is no guarantee that an effective model for corrections' education will be created, but without them there is little or no chance of doing so. Clear-cut goals must certainly flow from the clearness and content of assumptions one makes concerning adult education in correction institutions.

Individual Differences. There is awareness of the importance of taking individual differences into account when attempting treatment of an offender, yet in many instances examination of program content in correctional institutions reveals little or no concern for such differences. This can be observed from two directions: 1) uniformity of expectation plus uniformity of program content can be witnessed within a single institution, and 2) the uniformity of education programs as one moves from one institution to another even though variations in purposes of institutions clearly make it necessary to separate adult offenders needing different kinds of prisoner treatment.

Success of Probation and Parole as a Source of Problems for Education. It seems odd that success of one arm of corrections can be responsible for problems in another, but such is the case in regard to probation and parole. As those two agents of corrections become more widely and effectively used at the community level, it can be expected that the inmate residue will be less interested and less capable of utilizing educational facilities provided them under the best possible educational programs and instructional personnel. Such inmates will present an even greater challenge to the resources and ingenuity of correctional personnel.

Low Priority Given to Education. One of the serious handicaps to effective participation in education programs in adult correction institutions is the lack of prime time that the prisoner has to engage in educational pursuits. Prison is still quite often operated primarily as a custodial care center with the philosophy that the prisoner has first a commitment to maintenance, food services, farm work, and accounting or business office work. Education is frequently looked upon as something the prisoner has to earn; he has to "work for it" rather than considering that the first obligation of the inmate is to acquire sufficient education to overcome the education deficiencies that he takes in with him. Trying to make the inmate "education-minded" only after his work is over, and at a time when he feels he should have recreation hours, is unrealistic and can promote the feeling among inmates that in spite of preachments to the contrary, education is obviously a second rate correction instrument.

Prisonization. Another stumbling block to prisoner learning is what Clemmer (1940) called prisonization. Clemmer saw prisonization as synonymous with assimilation. Clemmer held that this consists of taking on the folkways, mores, customs, and general culture of the prison community. The implications for this is that prisonization results in the prisoner's adoption of negative attitudes toward prison programs and the staff that operates them. It is held that prisonization is not entirely unavoidable as a part of the socialization process through which a prisoner must go and that there is a direct relationship between the degree of possible rehabilitation and the degree to which the inmate avoids imprisonization.

Experimental Education. Because of the dynamic nature of culture, there is need for a dynamic approach to developing education programs to fit the changing requirements brought into correctional institutions by offenders. Complacency implies satisfaction with a program or the absence of need for change. Either attitude ignores the reality of change. Change necessitates constant experimentation as a means of trying to determine better ways of meeting the challenge of change.

Lack of Readiness for Retraining. Lack of basic academic skills required to learn some of the more technical vocational skills in today's labor market denies many inmates access to training that can lead to interesting and well-paying jobs upon release. This indicates a need for expanding course offerings to fill the gap in the education background gap brought into the institution.

Everybody's Doing It. Faddism has entered the prison education scene. Just as is the case jwith many public school systems today, correctional institutions are hopeful that by the purchase of the latest gadgetry the best aims of education will just naturally and automatically be solved. People in the report that there are hidden and buried away in correction centers many dollars worth of "instant learning" equipment that has not been used either because there is no one on the staff who knows how to use it or because it was purchased prior to test and it failed to do the job which it was intended to do. A model developed to fit modern needs in education must certainly include in its plan provision for large amounts of audio and visual equipment as well as a variety of "teaching machines" but the model should make some provision for making equipment purchase determination on something other than the motivation to do what others are doing.

Conclusion

At this point in time it appears likely that in the United States education as an instrument of corrections is going to increase both in importance and in public acceptance. That, in turn, will increase pressure upon professionals to create improved ways and means of meeting educational needs of adult offenders.

The value of a model of education for adults in a correction institution can best be measured in the light of the following: 1) adequacy of assumptions upon which the model is constructed; 2) clarity of goals the model wishes to implement; 3) ability of the program contained in the model to meet the education needs of adult offenders at any given moment and also possesses the sensitivity and flexibility to meet the challenge of social and cultural change.

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TEACHING WITH TELEVISION

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Introduction

The twentieth century, particularly the last half, has been characterized in many ways. It has been an era of the atom. The space age. The electronic age. The age of synthetics. But more than this, it has been an expression of the cumulative know-how and imagination that has become reality in the form of a shrinking world, a burgeoning population, and a multitude of complex social-cultural problems.

Today, more than ever before, man has come face-to-face with the problem of applying his technological expertise to cultural and social problems. This is precisely the case in education. Educators must find realistic ways to cope with the knowledge explosion and the teacher shortage. At the same time they must design instructional programs that utilize realistic innovative concepts. That is to say, instructional design must reflect systematic planning and accurate assessment of educational needs, and a sensible application of educational technology.

Everyone is familiar with television as our entertainment medium, but few people fully realize its potential as an instructional tool. It could be referred to as the sleeping giant in terms of its potential and promise. With little more than twenty years of experience in the area of instructional television, educators are finding imaginative ways of using television. In recent years many imaginative uses of television have gone beyond the experimental stages. Today, instructional strategies include such innovative concepts as variable grouping patterns, television coupled with computer assisted instruction, microteaching and simulation.

The application of television to the educational needs of culturally deprived regions of the United States, as well as underdeveloped and emerging countries of the world, has shown promise. In fact, there is the bright prospect of a new television technology (Schramm, 1966), the communications satellite. Hopefully these new strategies and applications of the television medium will help narrow the credibility gap between what television is and what television can be.

This paper will deal briefly with the history of instructional television and the concept of using television as a teaching tool, as well as its limitations, instructional design, and the teaching process.

The purpose of this paper, hopefully, is to reaffirm the promising potential of television in the educational process and identify several techniques and procedures relevant to using television as an effective tool in the teaching-learning process.

History of Instructional Television

Although the history of educational and instructional television has been brief, its progress has been rapid. In a little over a decade television has grown from a predominantly entertainment-oriented medium to one that has displayed diverse and imaginative possibilities in the realm of instruction. This is not to say that everyone has accepted television as an answer to the ills of education. Quite the contrary. In fact, many educators look upon television as an often expensive and impersonal teaching device.

The military services pioneered in experimenting with television for instructional purposes. Through their efforts it was possible to look more closely at what television instruction had to offer.

Both governmental agencies and private businesses have joined hands along with dedicated support from philanthropic foundations and organizations. In this respect, one of the most benevolent benefactors has been the Ford Foundation. These organizations have dedicated themselves to effective utilization of television through research and development.

Although instructional television, as we know it today, had its beginning in the early fifties (Smith, 1961), its roots go back into the decade of the 1930s, when the State University of Iowa experimented with visual broadcasting.

The first educational television station to go on the air was KUHT in Houston, Texas, in 1953. By 1961 there were fifty educational stations broadcasting to schools and colleges in 25 states and Puerto Rico.

Probably the first large-scale experiment in instructional television in public schools was undertaken in Hagerstown, Maryland, in 1956. Forty-three schools were linked by a closed-circuit installation and several programs were transmitted simultaneously in various subjects and grade levels.

The Midwest Programs for Airborne Television Instruction (MPATI) broadcast instructional television programs from airborne aircraft to a six-state region. Although this program has been expensive and severely criticized in terms of its effectiveness it has demonstrated that airborne broadcasting can be effective over a 400 mile area. Undoubtedly, the space satellite will someday provide this same function to a world-wide network of communication centers.

In the South Pacific the Federal Government has dedicated itself to the use of instructional television as part of a long range plan to raise the educational level of the indigenous people and at the same time alleviate sub-standard cultural conditions. In 1964 an imaginative plan was implemented. The plan is not merely a television system, but rather, a cooperative system of instruction making maximum use of television (Bronson, 1968).

Instructional Television

Instructional television or ITV is concerned primarily with the day-to-day learning process and is generally associated with instruction in schools, institutions, training programs, and colleges and universities.

On the other hand, educational television carries a broader interpretation and does not necessarily imply formalized instruction. Rather, educational television (ETV) includes entertainment and leisure time programming. Regardless of the method of application or particular adaptation through philosophical interpretation, educational television can strengthen the educational process and help solve many pressing problems which confront educators at all levels.

Educational television, in some measure, has provided the following:

1. Television has the power to challenge a student by showing him a problem vividly and letting him try to solve it, or by capturing his imagination in pursuit of creative endeavors.
2. Potentially, instructional television can draw upon a larger resource base. The capabilities of a number of individuals employing the team concept, in fact, make it possible to have more than one teacher involved in instructional design. It becomes a total team effort utilizing the graphics artist, television teacher, researcher, producer-director, classroom teacher, and electronics technician.
3. Instructional television has the capability of putting the best teacher in the system in every classroom. This is particularly true in isolated or rural areas that frequently suffer from logistical limitations.
4. Instructional television is more than just a telecast. Effective utilization is dependent upon the skillful blending of a variety of media channels. A television lesson could very well include a brief film clip, a series of pictures (transparencies or flat pictures) with superimposed word cues, audio tape, and live on-camera teaching.
5. Television makes it possible to share resources.

Limits of Television

Television is a means of communication. It is a medium whereby a particular message or idea can be transmitted visually and with sound. It is nothing more than what the men who are using it put into it. It is reflective of them and their resourcefulness. Television cannot do the following:

1. Provide face-to-face contacts. The medium of television can transmit some of the instructor's human qualities, but not all of them. However, studies indicate that a television teacher can evoke an illusory quality from his audience and become an idealized personality through the "magic" of television.
2. It is possible that television creates certain problems in the transmission of some kinds of abstractions.
3. Television cannot take the place of the classroom teacher.
4. Television, by its very nature, is a one-way communication process. Therefore, it is absolutely necessary that an effective feedback system be coupled with the television message.

The Instructional Team

Effective television instruction is dependent upon each member of the instructional team making maximum contribution to the total team effort. The television teacher is the central figure of the lesson planning and should assume the major responsibility for the organization and development of the lesson. In addition, he must be assisted by the entire instructional team in the planning process and the actual presentation. The instructional team includes the following:

Television Teacher
Classroom Teachers
Producer-Director
Production and Engineering Staff
Photographer
Artist
Media Specialist
Research Librarian

The Teaching Partnership

The television teacher (studio teacher) and the classroom teacher should strive to develop the best possible teaching-learning strategies through cooperative planning and team teaching techniques each in his own role and each in partnership with the other.

For both the classroom teacher and the television teacher, the principles of television instruction make it possible for maximum sharing of ideas and talents for staff members with different points of view and approaches. Their partnership is a vital force in the total effectiveness of any given lesson.

The television teacher is given time to prepare a lesson or series of lessons with resource personnel and consultants not available in the conventional classroom situation. He must become skillful in organizing his time, identifying effective teaching strategies, and adapting his teaching techniques to the requirements and limitations of the medium and at the same time exploit its full potential for maximum teaching effectiveness. He must learn to operate under a very demanding time schedule; feel at east while under the studio lights, and on-camera; develop a sense of pace and continually strive to project himself to the unseen audience day-after-day. It is absolutely necessary that the television teacher arrange to visit classrooms and assess student performance as frequently as possible.

The classroom teacher, too, is usually a successful and experienced teacher. His expertise in the use of audio-visual materials and familiarity with television as an instructional tool makes him a valuable member of the teaching team. It is his responsibility to set the stage for the scheduled telecast by following the guidelines in the prepared lesson plan. These guidelines usually include the pre-telecast remarks, the telecast portion, and the reinforcement or followup. Exactly what the classroom teacher is expected to do during the class period must be spelled out in great detail to avoid misunderstanding and individual prerogatives which would adulterate the lesson and render it somewhat less than effective.

The system, whether large or small, must arrange for members of the instructional team and administration to meet and evaluate instructional effectiveness. This would include assessment of student performance, evaluation of goals and objectives, pace and content.

Utilizing the Television Lesson

The classroom or receiving teacher has the monumental job of creating a learning environment in the classroom and leading the class from the telecast into any number of planned learning activities.

These generally fall into the categories of large group instruction, small group instruction, and individualized learning. At this point, the classroom teacher must determine the level of understanding of each member of the class and schedule reinforcement activities accordingly. If students had extreme difficulty mastering basic concepts, then the schedule should be modified to repeat the lesson or redesign instructional strategies.

It may be necessary to restructure post-telecast activities and develop modified types of interaction according to study sheets, oral recitation, or group participation during or after the telelesson.

In large group situations, the entire class is involved in uniform activities such as listening to a lecture or a report, supervised study, drill, viewing a film, or an evaluation activity.

The size of small groups depends on the nature of the activity and physical limitations of the learning environment. Small groups can provide valuable incentives and increase motivation. Varying the makeup of the group makes it possible to utilize the brighter students in leadership and tutorial roles.

Individualized instruction gives maximum attention to individual differences through particularized learning tasks or assignments specifically geared to student needs. It is quite common for an individual to need additional reinforcement relative to a particular concept or idea. This becomes one of the prime responsibilities of the teacher or responsible aide.

One of the most effective applications of television in recent years is the concept of micro-teaching. This innovative technique allows the teacher and teacher-trainees to appraise teaching techniques and strategies through tape playback and discussion.

Other imaginative uses of television include in-service education for teachers, mobile television units, evaluation of lesson effectiveness by teaching personnel, and television coupled with CAI for individualized study.

Television can continue to make an even more significant contribution to education and hopefully through public enlightenment and advanced technology alleviate, to some degree, many of our domestic and world problems.

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EVALUATION OF ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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As one contemplates the evaluation of adult basic education in correctional institutions, prudence demands recognition of certain realities, assumptions and standards. The Manual of Correctional Standards of the American Correctional Association (1966) in its Declaration of Principles states "Both punishment and correction are at present our methods of preventing and controlling crime and delinquency. Further improvement and expansion of the correctional methods should be the generally accepted goal [p. xix]."

The Manual also notes the ancient Judaic doctrine of "an eye for an eye, and a tooth for a tooth [p. 3]" and the lack of sanction for this doctrine today. The Manual comments upon the world debate on the punitive versus the rehabilitative theory, and indicates that so far as the United States is concerned the debate is ended, in favor of the rehabilitation theory.

The prevalence of the terminology "correctional institution" also constitutes evidence of faith in rehabilitation -- lending further importance and credence to the concept that education constitutes the greatest hope for improvement in the success of correctional institutions.

The need for improvement is emphasized by the Manual's statement that "There is no general agreement as yet on what constitutes success or failure on parole [p. 27]."

A recent study (Oregon State Board of Control, 1969) found that "The men able to remain free for at least one year were significantly more likely to have high level skills (21.5% vs. 5.8%) [p. 2]." The study further noted "Recidivists usually took jobs requiring over 50 hours a week [p. 2]" and that "Nonrecidivists earned significantly more than recidivists [p. 2]."

Such findings and observations support a recent statement by John J. Galvin, Administrator, Oregon Corrections Division, that "Education is of major importance in our correctional institutions [conversation with the writer on December 10, 1969]."

Definition

The title of this presentation refers to "Adult Basic Education." To dispel any potential assumption that the reference is limited to literacy training, eighth grade or high school equivalency, the intent here is to encompass at least the following goals excerpted from the previously mentioned Manual of Correctional Standards:

> "a) To offer an inmate sufficient academic education to enable him to face the needs of the world as a better-equipped person.
> b) To provide vocational training so that he might take his proper place in society and be economically free and;
> c) To offer cultural and hobby activities that will enable him not only to be better adjusted to his prison circumstances, but to broaden his area of interests and cultivate aptitudes looking forward to his return to civilian life [p. 485]."

In short, the reference to "Adult Basic Education" includes whatever type and level of education is most appropriate for the present and prospective needs of the individual.

Assumptions

The major purpose of this effort is to suggest a plan (procedures and criteria) appropriate for the evaluation of education programs in correctional institutions. As a prelude to that, the following assumptions are made:

1. Primarily, education in correctional institutions should be viewed and evaluated very much like education in any other environment.
2. Education programs in correctional institutions need improvement.
3. Improvement of instruction and administration of adult basic educational programs in correctional institutions affords a significant (and perhaps the greatest) potential for rehabilitation.
4. Desirable conduct is difficult, if not impossible, to legislate or dictate.
5. Those persons most immediately involved in an education program are uniquely in optimum position to identify strengths, weaknesses and needs in the programs for which they have responsibility.
6. In the evaluation process, the perceptions of both professional and lay persons are needed.
7. The perceptions of teachers, students, administrators, and outsiders should be identified.
8. The evaluation should encompass both instructional and administrative dimensions of the education program,

because, although instructional procedures are in need of improvement, the implementation and development of such improvements are limited by administrative factors (administration is also in need of improvement).

9. A third party (with no vested or immediate interest in the education program) should coordinate and summarize the evaluation.
10. The involvement of many types of people is essential to the identification and successful implementation of change for improvement in education programs in correctional institutions.

Implications of PPBS

PPBS (Program Planning and Budgeting Systems) is an increasingly prominent and promising concept which merits major attention today. Actually, PPBS may be viewed as merely a name for a systematic education planning and evaluation framework -- designed to facilitate identification of priorities, decision making, and fundamental planning which should be, and to some extent has always been, done.

The limitations inherent in the scope of this presentation prohibit any adequate treatment of PPBS here; however, some pertinent observations are in order at this time -- to focus attention upon the importance of PPBS with regard to education programs in correctional institutions, and to suggest specific future action. The following statements are made accordingly:

1. Application of PPBS principles has been spectacularly effective in many kinds of state and federal activities.

2. PPBS embodies the concept that almost any enterprise can be improved through better management.
3. PPBS is being promoted by many federal and state administrators and legislators.
4. So-called "management analysts" are most frequently prominent in the application of PPBS.
5. Ideally (and probably essentially for success) PPBS should be adapted and applied to an education enterprise under the coordinating leadership of an individual who is competent in both management _and_ education. The latter is most essential.
6. In general, there is a dearth of individuals who possess competency in both management analysis and in education.
7. PPBS has a significant potential for the improvement of education -- and concurrently a highly undesirable potential for abuse and the perpetuation of mediocrity.
8. PPBS adapted and applied by persons not really schooled and experienced in the education enterprise will most often be found uncomfortable, ineffective, resented and damaging.
9. It appears _not_ feasible to start from "scratch" and endeavor to train a management analyst in the intricasies of the education enterprise.
10. It appears _quite_ feasible to orient an educationist in the intricasies of PPBS, so that he (the educationist) can (with the assistance of a management analyst) adapt

and design PPBS for the education operation.

11. The current climate of taxation and budgeting concerns (especially for agencies such as correctional institutions) places much emphasis upon cost-benefit ration -- or what returns are being achieved for tax dollars invested -- and alternative courses of action.

Reasons such as those listed above merit the following recommendation: Instructional and administrative personnel in correctional institutions should devote special attention and effort to studying PPBS and adapting it to meet the needs of their education programs. A number of PPBS principles have prompted various evaluative criteria suggested hereafter.

Suggested Procedures and Criteria for Evaluation

The procedures and criteria hereafter recommended for use in evaluating education programs in correctional institutions are adaptations of similar elements which have been widely and thoroughly applied, tested and refined in many education institutions including elementary and secondary schools, junior and community colleges, state education departments, state vocational education agencies, and colleges and universities. They have proven quite effective. The basic procedures should be equally applicable to correctional institutions, although the criteria utilized for evaluation by the various committees should of course vary.

Immediately following is an Overview of the recommended procedures for evaluation of education programs in correctional institutions. Next is an outline of the various areas of the education program which should be evaluated, and this is followed by more detailed descriptions of the procedures and the criteria (by areas).

Overview of Procedures

1. Self-Analysis. In this phase, administrators, instructional staff and students (inmates) should be divided into committees, and the respective committees given suggested criteria (guidelines or standards for comparison) to utilize in analysis of their own areas of responsibility for education in the correctional institution.
2. Use of a Visiting Team. In this (the second) phase of the Evaluation, an outside group reacts to the Self-Analysis conducted under item #1 (above). This Team should include such persons as an education official from a similar institution, a management analyst from the state executive department, a public school educator, a legislator, a prospective employer, a university person or two, and perhaps a parole representative.
3. A Report and Recommendations. This should be prepared by a third party (not a staff member in the Self-Analysis and not a Visiting Team member), and should include:
   a. A summary of the Self-Analysis.
   b. A summary of the reactions of the Visiting Team.
   c. Specific recommendations for improvement, with suggestions on timing, strategy and costs.

Suggested Areas To Be Analyzed

1. Foundation for education program.
    - a. Legal basis.
    - b. Philosophy and objectives.
    - c. Relationships with other agencies.
2. Administrative functions.
    - a. Policy and policy formulation.
    - b. Organization.
    - c. Staffing.
    - d. Financing.
    - e. Planning.
    - f. Directing.
    - g. Coordinating.
    - h. Communication.
    - i. Researching.
    - j. Supporting services.
    - k. Facilities and equipment.
3. Instructional programs such as:
    - a. Literacy.
    - b. Eighth grade completion.
    - c. High school completion.
    - d. Vocational and technical.
    - e. College.
    - f. Graduate.
    - g. Hobby and cultural.

For each of the areas suggested under items #1, 2, and 3 (above) a separate committee should be designated. Members should be instructors, administrators and students who are actually involved in the respective areas. The first activity of each respective committee should be to review the suggested criteria (guidelines, questions or standards) given to it. Each committee should have the prerogative to recommend additions, deletions and revisions in the suggested criteria. Next, each committee should achieve consensus in its assigned areas. Following this, the committees should convene together, with each reporting to the combined group, to achieve group consensus. The report of all the committees should be consolidated into a single Self-Analysis Report, for use by the Visiting Team to follow and eventually to be incorporated into a Final Report (such as indicated under part #3 of "Overview of Procedures" previously described).

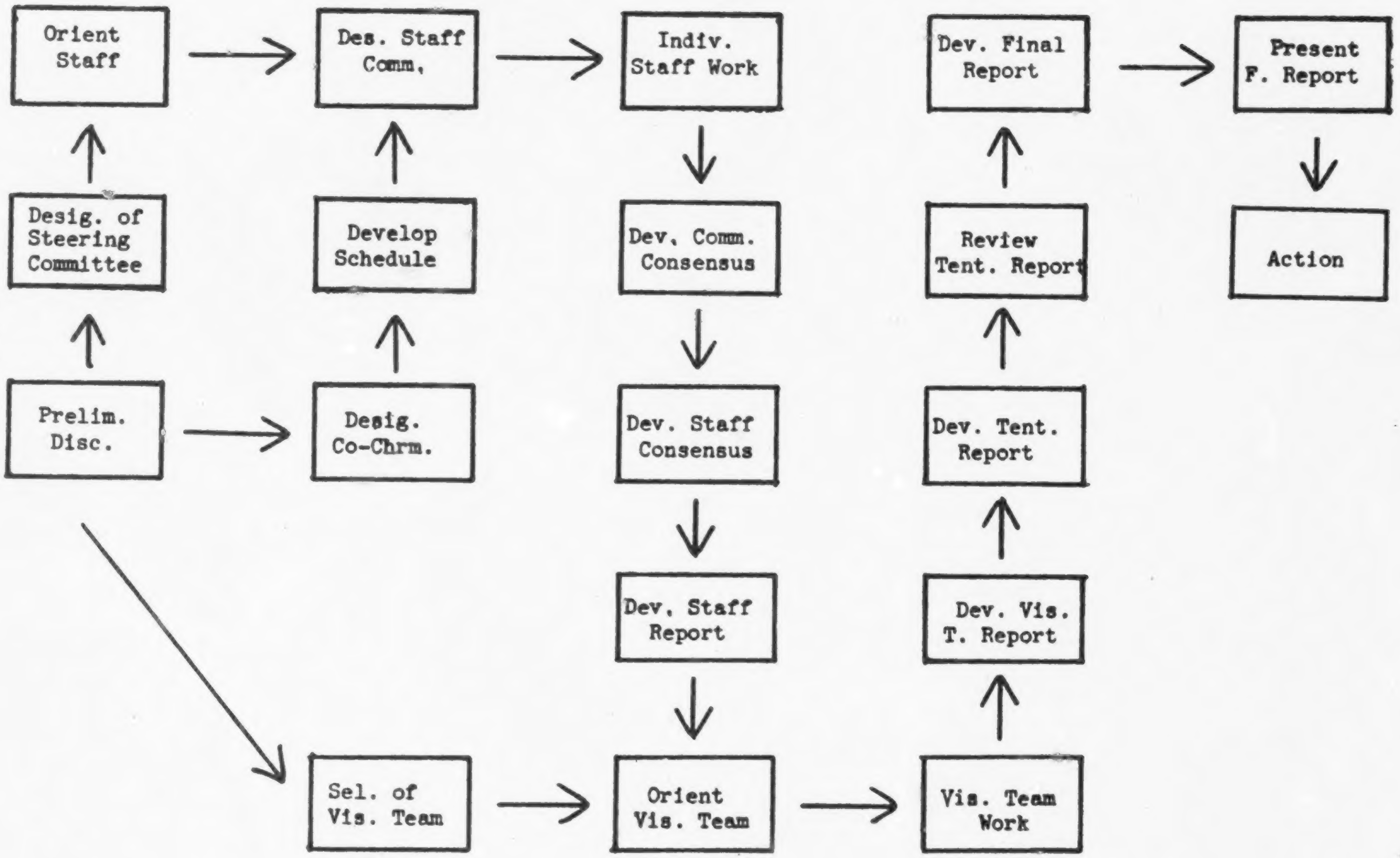
With regard to the selection of a Visiting Team, suggestions should come from a variety of sources. After the Self-Analysis phase is completed, the Visiting Team should study the Self-Analysis Report, be convened on-site, observe and interview as necessary, and reach consensus on the various criteria involved in each area of the Self-Analysis.

It may well be found desirable for the Visiting Team to meet once as a group with the combined Self-Analysis Committees for interaction purposes (after the Visiting Team has reached consensus). Any specific recommendations should, however, be posed only in the Final Report (item #3 under "Overview of Procedures" (above).

The Final Report should be presented to the head of the correctional institution for such action as he deems appropriate.

The total evaluation (three phases) should be coordinated by co-chairmen (one, a staff member from the correctional institution and appointed by the head of the correctional institution, and the other from an outside agency).

DIAGRAMATIC OVERVIEW OF MAJOR ACTIVITIES AND SEQUENCE


Orient Staff
Des. Staff Comm.
Indiv. Staff Work
Dev. Final Report
Present F. Report
Desig. of Steering Committee
Develop Schedule
Dev. Comm. Consensus
Review Tent. Report
Action
Prelim. Disc.
Desig. Co-Chrm.
Dev. Staff Consensus
Dev. Tent. Report
Dev. Staff Report
Dev. Vis. T. Report
Sel. of Vis. Team
Orient Vis. Team
Vis. Team Work

After the respective committee for each area of the education program has reviewed the list of criteria and appropriate modifications have been agreed upon, each committee member should individually indicate his personal perception of response to each criterion, using the following symbols:

Symbols for Staff Committee Use:

Symbol	Meaning
E	Excellent
VG	Very Good
G	Good
S	Satisfactory
F	Fair
P	Poor
M	Missing and Needed
N	Missing but Not Needed

After each committee member has indicated his personal response on his "working copy" of the criteria, the committee should reach consensus. Thereafter, the several committees involved in the analysis should convene (if possible, together) and reach staff consensus on each report.

The objective is to maintain anonymity so far as personal opinions are concerned, and to identify group consensus for incorporation into a final written report. This applies not only to the Self-Analysis phase, but also to the Visiting Team phase of the evaluation.

After the Self-Analysis consensus has been reached and assembled as a staff Self-Analysis Report, this Report should be studied by the Visiting Team, which will subsequently record its consensus for each criterion, utilizing the following symbols:

Symbols for Visiting Team Use:

Symbol	Meaning
S	Would have given the same rating
+	Would have given a higher rating
-	Would have given a lower rating
0	Not rated

The following criteria for the respective areas are intended to be illustrative in this stage of development, and only tentative and incomplete. More work should be done before they are submitted for actual evaluation by an institutional committee. Also, after the criteria for each area are in relatively refined form, the respective committees should have the prerogative of recommending modifications and additions in the list of criteria per se prior to using the criteria for evaluation.

A. Suggested Criteria Concerning the Legal Basis for the Correctional Institution and Its Education Program

Criteria	Staff Committee Analysis	Visiting Team Reaction
1. State statutes provide for the correctional institution and a director responsible for administering its education program.		
2. State statutes provide for a suitable administrative structure that fits the correctional institution for its role.		
3. State statutes and administrative rulings are sufficiently flexible to permit changes in the institution's pattern of organization for education to meet changing conditions and needs		
4. State statutes and administrative rulings have made adequate provision to promote and assure workable cooperative relationships between the correctional institution and other institutions and agencies		

Criteria	Staff Committee Analysis	Visiting Team Reaction
5. State statutes and administrative rulings provide for coordination of prison industries and vocational-technical education shops for production and training....................	________	________
6. State statutes and administrative rulings provide for purposeful experimentation and scientific evaluation of the institution's education programs.....	________	________
7.	________	________
8.	________	________
9.	________	________

Criteria	Staff Committee Analysis	Visiting Team Reaction
10.		
11. What special strengths are apparent in the state statutes concerning the correctional institution?		
12. What weaknesses are apparent in the state statutes?		
13. Suggestions for improvement:		

B. Suggested Criteria for Use by the Institution Staff Committee on Philosophy and Objectives (tentative draft):

Criteria	Staff Committee Analysis	Visiting Team Reaction
1. The correctional institution maintains an adequate written, up-to-date readily available statement of Philosophy and Objectives for its education programs....		
2. The current statement of Philosophy and Objectives represents the views of and is supported by the correctional institution's instructional and administrative staff, and its governing board.		
3. The Philosophy and Objectives provide for a program of education designed to meet the needs, interests and abilities of the individual inmates...............		
4. The Philosophy and Objectives provide for use of citizen advisory committees to plan and improve the various education programs..........................		
5. The Philosophy and Objectives provide for literacy training..................		
6. The Philosophy and Objectives provide for high school equivalency.............		
7. The Philosophy and Objectives provide for college courses.....................		
8. The Philosophy and Objectives provide for graduate training..................		
9. The Philosophy and Objectives provide for hobby and cultural training..........		
10. The Philosophy and Objectives reflect consideration of current major social problems and issues.....................		
11. (To be added by staff)		

Criteria	Staff Committee Analysis	Visiting Team Reaction
12. (To be added by staff)	________	________
13. (To be added by staff)	________	________
14. (To be added by staff)	________	________

15. What strengths exist in the statement of Philosophy and Objectives, the way in which it was prepared, and in its use?

16. What weaknesses exist in the institution's statement of Philosophy and Objectives, its preparation and its use?

17. Suggestions for strengthening the institution's statement of Philosophy and Objectives and the use thereof:

The examples (above) of criteria for the Legal Basis of the correctional institution and for its Philosophy and Objectives are intended to illustrate the kind of guidelines to be used by the correctional institution staff for Self-Analysis, and for the Visiting Team's reactions. Similar criteria for the remaining nineteen areas outlined under "Suggested Areas to Be Analyzed" earlier in this paper formulated from such sources as The American Correctional Association's "Manual of Correctional Standards." Limits of this paper preclude inclusion here. Details are available upon request to the Oregon State System of Higher Education.

Summary

Providing whatever education is necessary to meet the needs of each individual inmate (student) is essential to the success of correctional institutions today. Evaluation, including identification of strengths, weaknesses and needs as perceived by a variety of concerned personnel is essential to the planning of changes for improvement in education programs. Due to the social and political environment which exists, due consideration should be given to alternative courses of action, respective cost-benefit ratios, and other aspects inherent in PPBS. PPBS has a promising potential for the improvement of education in correctional institutions, but an appropriate design and realization of this potential will likely result only if made by persons thoroughly schooled and experienced in the operation of correctional institutions and their education programs.

Evaluation is the foundation of the road to improvement, but to be effective it must involve all concerned, and this can successfully be done in the three phases of Self-Analysis (involving instructors, administrators, and students), use of a Visiting Inter-Disciplinary Team, with a Final Report (prepared by a third party) including specific recommendations for change with suggestions on timing, strategies, and cost-benefit ratios for alternative courses of action.

Because desirable conduct is difficult if not often impossible to legislate or dictate, the genius of this model for evaluation lies in the appropriate, timely involvement of various concerned people -- thus assuring accurate, intelligent identification of improvements needed and the thorough understanding of all concerned. Most importantly, the process described affords the greatest potential for the financial support and personal commitment needed from teachers, administrators, students and legislators if proposed improvements are to be successfully implemented.

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MOTIVATING PRISONERS TO LEARN IN THEIR CHOICE OF OCCUPATIONAL ENDEAVORS

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Most teachers and officers observed and practiced various methods of motivating people to perform under various circumstances. It is doubtful if they really gave considerable thought to the different approaches that they were using.

In the case of children, some motivated them with a form of financial tools or special trips for recreational purposes. They always had one thing in mind when attempting to encourage them to perform a certain task, and that was what would they like to receive or what were some of the things that the children desired for performing these assignments in question.

How frequently do they or have they used this approach in attempting to motivate inmates. In a small way they made somewhat of a similar approach to encourage people to achieve specific and designated goals. Here at the institution, the awarding of good days (MGT), and the giving of meritorious money is a method used to motivate inmates. How many people in the community would perform at a satisfactory level under similar motivational methods.

In a community employment situation, employees are constantly seeking, and in most instances, receiving pay raises, promotions, and other fringe benefits. Whereas in an institutional employment situation inmates are expected to understand that they will be compensated with lower wages for performing similar tasks. This is not a realistic approach to get inmates to learn in their choice of occupational endeavors.

The Realistic Motivative Approach in Corrections

The primary objection for most inmates committed to an institution is to get out of the front door the fastest way possible. The secondary objective is to conform to the routine of the specific institution in order that their stay will be as comfortable as possible. In order to motivate inmates to learn and acquire skills, special techniques must be designed to overcome these built-in motivators.

The unions and industry use monetary gains as a motivator to encourage their members and workers to acquire skills and improve production. Most trade unions sponsor apprenticeship programs and set wage scales based on the achievement of the apprentice. The State and Federal Governments award their employees financially, based on how well they possess the skills to perform their assigned jobs and promote them when they are capable of functioning at a higher level. Special awards are often given for outstanding achievements.

Likewise, some inroads toward motivating inmates in correctional institutions have been experimented. Correctional authorities experimented with some programs by giving monetary awards for academic achievement. There has been very little done to motivate the inmate in the vocational areas. They provide them with information about salary levels for those who acquire certain levels of skills in a particular occupation.

Correctional systems have given limited consideration in providing realistic financial rewards for each achievement level in a given occupation.

The experience incurred by inmates in all work and training situations are learning experiences. However, in many instances these experiences are valuable toward the maintenance of the institution only. Whereas, all programs should be designed with the primary objective of preparing inmates in the form for jobs as they relate to a community type situation. The people assigned to perform these jobs, either for training or work experiences, should be compensated financially based on the going rate in the community. This approach may cause controversy or eyebrows to be raised if those responsible for the corrections of the offender are not properly oriented to the "new" approach of corrections. All workers and trainees should be placed on a salary commensurate with their specific program.

If they are at the beginning apprentice level, their salary will be adjusted accordingly. As their skill level increases, the salary increases likewise. If their efficiency declines, they will be penalized. Inmates who make little effort to achieve or upgrade themselves may find their way to a labor pool, and looking for a job as a result of their poor progress.

The institution should consider setting up an employment office and the worker or trainee would be required to become familiar with the procedures provided by such office.

This office would be established and operated the same as an employment office in a community-type situation. All jobs and training programs in the institution would be under the jurisdiction of this office.

Through wages, salaries, and subsistance earned by the workers or trainees, they will support themselves by providing their own food, lodging, clothing, recreational services, etc.

Those individuals who are not interested in acquiring a skill or working in an area that would afford him the opportunity to pay for his necessities and luxuries would be classified as a welfare participant and would have to function in this type of environment.

Need for Motivation

> (Adult Education--Dimensions, 1963) "Man, particularly the American, should have one all prevading fear, the fear of becoming obsolete as a person, as a producer, and as a participant in the social, economic, ideological and political life of his time."
>
> "A sober look at the changes taking place in the contemporary world reveals that man, reaching eagerly for the future, needs not only increased understanding of civilization's past, but also more penetrating insight, new knowledge, and greater skills."

Today, industry needs manpower on a much higher technical and educational plane than 25 years ago. The unskilled man simply cannot compete with the bulldozer a computer machine, or the highly automated plant. Nor can they leave the plow, and be sought after by General Motors, or General Electric.

The wonders of technology are produced by educated and trained men; they must be controlled, repaired, and operated by educated and trained men; their products processed and distributed by educated and skilled men.

All this suggests that adults without a sound general education, and the skills and will for further learning, are in serious need and should be encouraged to acquire skills and/or upgrade their education.

Specialized training and retraining will be needed by adults, regardless of what community they return to. It is true that this will be a huge undertaking and a shift in many old patterns.

The need for adult training is far greater than most are willing to imagine. A few years ago, life expectancy was found to be 70 years. Most institution populations are below this level. Most of the adults in our institutions have leisure for needed education and training and energy and productive power. Unless they receive the opportunity and encouragement to improve their education and training, their outlook and action will shackle progress and handicap the citizenry of their respective communities.

The men returning to the communities will be able to enter new fields of service and assume some leadership roles, instead of being down and out and filled with apprehension.

Correctional authorities should recognize man's deep-seated desire to perform as well as the huge human source labor that will become available once realistic education and training is given.

Through the ages nothing has been more perplexing to a man than his own nature and destiny. A humble, but well defined consciousness of personal uniqueness and a deep understanding of oneself, give purpose to life and direction to behavior.

Motivation and Learning Theories

The psychologist may make a distinction between the things learned, one's habits, and things that prompt the use of one's habits, which are considered motives. Motives usually provide internal impetus behind behavior, such as needs or drives, and the direction behavior takes. Deese (1958) states that learning provides the means by which the organism finds a way to reduce or eliminate need by coming into contact with an appropriate goal.

Motivation is that impulse which produces action or determines a choice. When officers and teachers think of motivation, they think of drive and reward.

They are primarily concerned with motivation and performance. Motivation has at least two fundamental components, the need and the goal, or the external stimulus, that tends to eliminate or reduce that need. That is, for nearly every need, there is some goal that will satisfy that need. Needs are usually cyclic or periodic, in which case they usually depend upon changes in the internal, psychological balance of the organism. A hungry person, or a thirsty person, are examples of cyclic needs.

Not all needs are governed by internal changes. Some exist at a more or less constant level, awaiting only the occurrence of the appropriate external stimulus to set off the appropriate behavior.

Unmotivated people, in almost any kind of learned task, will make many more mistakes, and in general, perform less adequately than motivated ones.

Inmate trainees generally will not respond at top efficiency. But the addition of monetary incentives, in all probability, will result in a greater output, and as a result, greater learning results.

Motivation and achievement run hand in hand in a normal society. However, these principles in our correctional system are not always followed.

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USING COMMUNITY RESOURCES

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Before discussing Using Community Resources, let us recall a cardinal point of operation which must constantly be remembered. This fact is that individuals have been committed to the prison environment for secure separation from the social order. Our courts have determined that these individuals have broken the rules of the social order and must be ostracized for a specified period as punishment. Any action which intentionally, or unintentionally, violates this detention responsibility will defeat one of the primary missions of the institution and incur the ire of public opinion. Without effective public opinion, the community with its resources will turn a deaf ear to all pleadings.

The utilization of community resources can be a Pandora's Box of helpful aids, or constant problems. Results will depend upon thoroughness and judgment of the institutional personnel who contact and seek to make use of these forces. Those in the community with a transitory, or unstable, desire to assist can quickly create problems which will retard rather than advance the program. Those who suddenly develop an ephemeral humanitarian outlook after learning of the institution's programs and needs for the first time should be carefully evaluated. Also, a careful appraisal should be made of those individuals and agencies that make sudden decisions to assist without their action being based on a thorough knowledge of the situation. Therefore, the program administrator and liaison personnel should insure that the willing individual, or agency, thoroughly understands the necessary requirements of the assistance requested. Next, a judgment should be made as to sincerity and the probability of assistance being rendered to the conclusion of the project. This requires mature judgment plus any available infomation of past endeavors of the assistant. With these basic remarks or caution, we will now turn our attention to community resources and their utilization.

There is no universal rule, or plan, for utilizing community resources. Each institution and its program is different from others. The administrator and his staff must vary their use of community resources if they are to be effective in their particular enviroment. Therefore, this discussion of community resources will be in broad terms and their specific application to particular programs will be left to the program administrator.

The public school is often ignored by adult educators. Their premise is that the pedagogy which prevails within this setting is of little, or no use in the adult environment. However, the superintendent and his staff can be of invaluable aid. Visits by the institutional staff to the more progressive classrooms will afford views of modern techniques which can be used in adult education with some modification and ingenuity. Ideas can often be gleaned by inspecting some of the materials, methods and visual aids of the public school. Staff visits of this nature will help to rejuvenize the staff, thereby preventing it from becoming stagnated and institutionalized. Public school administrators and teachers can assist in locating full-time, or part-time, assistance for the institution. Night adult education classes are now being held in many public schools. Inmates on educational release will be willingly accepted in these classes if the right relationship is developed and maintained with the public school system. It is also possible to establish the institutional program as a branch of the public school. This gives the institution school a measure of status. Certificates and diplomas can be issued by the public school system for the completion of certain attainment levels. This removes the stigma attached to institutional awards and creates enthusiasm among the inmates. The public school staff can suggest solutions to many adult education problems, or suggest other agencies that can be of assistance. Certainly, the public school and its staff is a community resource that can be extremely valuable if used with discretion.

Universities and colleges in the immediate area, or state at large, can provide a variety of help. Research projects can be conducted. The conclusions of these studies can materially improve the institution's educational program, if judicially used. Professors with broad backgrounds of experience and knowledge can assist in solving problems, building curriculums, utilizing modern trends and methods, developing staff personnel, and conducting demonstrations. However, these same professors can be detrimental if they are solely theorist without suitable experience. An ivory tower inhabitant is as useful as the human appendix when working with disadvantaged individuals. The administrator must be careful to retain control of his program so as to protect it if he inadvertently becomes involved with a pure theorist. Colleges and universities can provide instructor personnel if there is an adult education section in their School of Education. The students of the adult education section need positions in which to perform their practice teaching. An agreement can be formulated between the institution and college, or university, so that practice teaching students can be utilized. These individuals can bring new innovations into the institution. These practice teachers will make mistakes, but their aid will far outweigh their mistakes. They should be used if the opportunity presents itself.

The Office of Economic Opportunity is another excellent source of aid from the community. This organization can and will supply teachers and materials for an adult education program. Remedial laboratory equipment, such as reading labs, can be furnished by this organization. Equipment for visual aids can also be obtained. Instructors will be trained with OEO Funds. In some areas, this assistance can be obtained through the adult education program in the public shools which is financed by OEO. In other localities, arrangements must be made with the local, or district OEO office. Also, local OEO programs can be observed in operation. This will serve to aid the administrator and staff to determine which methods, operations, and materials would be most valuable in the institution's program. A percentage of the cost of operation may be required. However, supervision and housing expense are acceptable at times. Use of the institution's equipment can also be included in meeting the percentage of cost requirement. Numerous arrangements can be made in assisting the institution to meet their share of the program. This program is one that is well worth the necessary time to investigate.

The Manpower Development Training Administration, although not an adult basic education organization, can be helpful. MDTA can assist in developing, organizing, and conducting vocational training programs in the institution. Students in some cases can be paid for this training.

There will be some who are enrolled that need to improve their basic education. This can become an incentive to some who are educationally unqualified. Such an incentive creates interest in the basic education program among those individuals who would otherwise refuse to improve themselves. The educational administrator should avail himself of this aid. The inmate must be prepared vocationally as well as educationally to be released to society.

The Public Health Service is a source of beneficial aid to the disadvantaged person. Many do not realize that this organization provides many free and inexpensive services. These facts, as well as those pertaining to general health and hygiene, can be imparted to the student through material distributed by Public Health and discussion leaders which they will provide. The ABE instructor must determine where and when these aids would be appropriate in his teaching.

The local Civil Defense can obtain materials which can be utilized in the curriculum. In addition, it can furnish speakers on survival and medical self-help. This creates an interest in attending classes, as well as useful information. The class must be varied if interest is to be maintained. The reading material and speakers which Civil Defense can furnish will assist in doing this.

The Cooperative Extension Service could be especially helpful to institutions which house women. This organization can provide speakers, instructional materials and demonstrations. Home management regarding food preparation, nutrition, sewing and other areas, can be taught and demonstrated by individuals from this service. A collection of reading materials can be furnished. These materials are written on an adult level with a low level vacabulary which makes it adaptable to ABE.

The Vocational Rehabilitation Service can be of assistance. Although this organization does not usually involve themselves directly in an adult basic education program, they will assist in planning for an individual's release. If he is too deficient in education to adequately enter their plans, they will encourage him and frankly inform him that he must raise his educational level. The student can see an immediate use for his education, therefore, begins to take an active interest in his studies. The Vocational Rehabilitation Service can also give advice on a varied number of subjects, especially testing. The service of this agency is extensive. A rehabilitation counselor should be invited to talk to the staff and explain their program. It would be a benefit for the program administrator to contact this community service and determine how it could be utilized in his own program.

Industry can be utilized in several advantageous ways. First, let us discuss those institutions which do not have a work release, or study release program. Most industry in the area will send representatives into the institution to talk with basic education classes. They can explain the educational requirements of their and other industrial organizations. This will aid in creating interest among those enrolled. Creating a real desire to learn among those inmates enrolled in the basic education program is a most difficult problem. Every available means should be utilized to solve this problem. In addition to creating interest, some industries can give advice on basic education programs. Many of the larger industries are now operating their own adult educational programs to update the employee. The interested staff member, or administrator, can visit these programs, or the industries educational staff will visit the institution. Ideas, as well as advice, can be exchanged. This can be of tremendous value. Industry is also using some of the latest materials in adult basic education which give the institutional personnel a chance to evaluate its use in their institutional setting. This material is generally designed to advance the students as rapidly as possible which is tremendously important in instructing disadvantaged persons. Those institutions having a work release program can utilize the educational programs of the larger industry by obtaining employment for inmates in these organizations. This entitles the inmate to the advantages of these programs. Some industries will allow these employees to attend their program during the inmate's working hours.

Labor unions have a history of being interested in basic adult education. These unions have the educational officers who are generally willing to assist whenever possible on a lay council and give advice on a variety of subjects in which the disadvantaged are interested. Each organization should be contacted to obtain information on whatever help is available for a particular program.

Printed materials from local stores can be utilized in the curriculum. Advertisements of products such as food, hardware, entertainment devices, can be used in mathematic and money management classes. Many of these establishments require formal application for employment. These can be obtained, duplicated, and utilized as an interesting aid to the classroom study.

Insurance companies can also furnish a wealth of reading information and other items. Loan companies will furnish materials which can be utilized in money management classes.

There are many other establishments which can assist in the ABE program. Transportation companies, air lines, bus companies, and railway companies are well worth the time required to contact.

Civic clubs are willing to be used to an advantage in an institutional adult basic education program. Members who are engaged in various businesses are willing to visit the institution and hold discussion groups on the value of education in getting and holding jobs, making applications, etc. They can do much to encourage the enrollees to continue to improve themselves. Some members are retired and sincerely desire to assist. They can be used effectively in various jobs according to their background. Some may be found who are willing to give of their time in teaching. There may be some retired teachers who are willing to assist with the program. Civic clubs can also be utilized with many other programs in the institution. These are a valuable community resource which should be cultivated for the benefit of the institution.

The League of Women Voters will be glad to assist within their area of interest. This organization generally provides information about voter registration, issues that are involved in the local election, citizenship facts, and community agencies. This organization can also furnish information on candidates in the local election, however, this should be utilized with great care so as not to create animosity toward the institution. Citizenship education of the disadvantaged is an interest in each organized unit. Therefore, it will be quite easy to obtain services from this organization.

Planned parenthood associations can provide speakers and material on birth control. This must be utilized with careful judgment. Religious factors must be considered and care taken not to offend any group of students that might be enrolled.

Some church organizations have performed commendable services in the field of adult basic education. Most of this work has been done by women. Although they have been successful outside the institution, their effectiveness inside is doubtful. Most of these individuals are easy prey for the glib inmate who would have them perform some service in violation of institutional regulations. They can innocently cause more troubles than assistance. However, there is a possiblity some assistance can be found in these groups. The program administrator must form a sound judgment as to whether his particular institution could, or could not, profit from this aid.

State and local libraries can be utilized for reading materials and advice concerning easy to read materials which should be a part of the school library. Those enrolled in adult basic education should be encouraged to read additional materials. Generally, reading is the most retarded area of the enrollee. Arrangements can be made with some state and local libraries whereby books can be borrowed and returned. This would help to supplement those materials in the school, or institution library. Also, the institution staff will be able to review certain reading material and intelligently recommend those which they feel will improve the program. This is certainly another source which is worth investigating.

The reader has undoubtedly concluded that there is no limit to community resources. Their utilization will depend upon the mission of the institution, as well as, its regulations. The administrator and his staff should never arbitrarily say that a particular resource is of no benefit to them. They should first acquaint themselves with the resource and its possibilities. Next, its benefits should be carefully studied and evaluated. An intelligent decision can then be made as to whether, or not, there are advantages in utilizing the services of the resource. Most institutions refuse to utilize far more community resources than they have to turn down because they cannot be of value.

THE USE OF PROGRAMMED INSTRUCTION IN CORRECTIONAL INSTITUTIONS

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Programmed instruction (PI) as currently viewed by educational leaders is an essential tool of the education revolution which began in the early 1960's. This method of instruction appears to be gaining recognition and an increasingly widespread use wherever education and training occur--in business and industry, public schools, mental hospitals, manpower development and training programs, and in correctional settings. This paper will focus on the adaptation and use of PI in adult basic education in correctional institutions. The objectives of this paper are to cite evidence that PI is being used successfully in correctional institutions and to suggest reasons for this success and to show that PI works best in the context of a broader learning system where individually prescribed and managed instruction is the goal.

Early History of PI in Corrections

One of the earliest significant attempts to use PI in corrections was reported in 1961 in a research grant application to the National Institute of Mental Health (NIMH) by McKee (1962), who had conducted his work at Draper Correctional Center in Alabama. In support of this application, a nine-month demonstration study with forty inmates related the following findings:

(1) Self-instructional programs can be successfully used with confined offenders.

(2) Side effects were of particular importance: Intellectual interests expanded--more books were read; requests for dictionaries and encyclopedias were made by the experimental subjects; inmates began writing programs themselves.

(3) Programs were discovered to be needed in relatively unexplored areas, such as in etiquette and personal grooming, in vocational subjects, in institutional orientation and adjustment for both inmates and correctional officers, with special attention given to format and level of presentation for those who could hardly read and write.

(4) Structure was found to be essential for effective operation of a self-instructional program. Rules, tests, and feedback of progress to the learner were recognized as necessary.

(5) Lost educational time can be retrieved by prisoners who had been school dropouts.

The application to NIMH was approved in 1962. Regular periodic reports submitted to NIMH described the establishment of a "Self-Instructional School" and the achievements and problems in the use of PI in basic education. At the same time that the use of PI was being explored in basic education, an attempt was made to demonstrate its applicability in vocational training. A vocational shop in radio and television repair was set up, and basic electricity and electronics courses were programmed at Draper and administered to approximately 200 inmates over a two-and-one-half-year period. Progress in these uses of PI was reported and an operational plan, using inmate assistants and paraprofessionals, was described (1967).

The next significant example in the use of PI in corrections was reported by Cohen, Filipczak, & Bis (1965) in the CASE Project at the National Training School for Boys. They sought to apply to programmed courses certain operant-psychology procedures, such as point accumulation (with backup reinforcers) for every correct response made by the student and cumulative recording of correct responses and errors. Periodic reports published by the CASE Project (1967) cited successful use of PI: Students produced; they made substantial gains on academic achievement tests; and they were enthusiastic consumers of this form of education.

Perhaps elsewhere within the nation's correctional setting, PI was being examined, tried out in a variety of ways, and ideas were being formulated about its relative effect in teaching the offender population. The most published reports of experiences and measures of success again came from Draper and from the NTSB CASE Project. As they grew in expertise, each ferreted out the problems which needed attention if the use of PI were to be developed into a systematic technology. For example, whereas Draper had reported highly motivated trainees in early 1962, its use of PI in a manpower training program soon encountered motivational problems in this broader setting. CASE's system was proving effective in keeping students motivated but there appeared to be little way to ensure the generalization of prosocial behaviors developed in training to community adjustment. An adaptation of the CASE Project's point system was tried out in the Draper manpower development and training program. In addition, the Draper group soon turned to another aspect of using PI to motivate its manpower trainees:

the diagnostic-prescriptive process which was designed to uncover specific basic education deficiencies and to treat them in terms of the academic skills needed to master certain vocational skills.

Unrefined as each may have been, both the Draper and the CASE projects were by early 1967 achieving some rather dramatic results. As a result, the attention of others seeking innovative, feasible approaches to educating offenders soon brought the eyes of the nation to focus on these two early efforts. Educators visited, corresponded with, or sought technical assistance from project staffs in a relatively general effort to see what PI could offer to other educationally disadvantaged populations.

The Draper project moved on from experiment to experiment to find more systematic and effective ways to administer and manage the PI learning process. The birth of its systematic approach to the use of PI, with a documented account of its growing pains, were reported periodically in Manpower Development and Training Project progress summaries 1-16, 1964-68, and were culminated in the MDTA Final Report, Volume III - "How To With P.I.," October, 1968. Short, concurrent studies in motivation and contingency management conducted by the Draper NIMH project (McKee & Clements, 1967) fed into the Draper model to refine its overall effectiveness. Another arm of the Draper MDT project was busy developing programs in the subject areas for which relatively few programs existed. By early January, 1969, some thirty programs had been developed, validated, and disseminated to roughly 3,000 persons or agencies interested in the use of PI. Only three months later, this distribution figure had doubled.

High interest in the programs developed in the academic, vocational, and social skill areas, and a subsequent demand for the how-to manual (to date, some 1,200 volumes have been distributed, almost wholly upon request) led to the belief that the use of programmed instruction was finally "coming of age." Yet, there was only scattered, documented evidence of the use of PI in correctional settings. Cook County Jail in Chicago was using an adaptation of the Draper model in its overall program. The State of Hawaii had ordered fifty copies of the how-to manual for use in its system. California Youth Authority administrators met in a three-day workshop to examine more closely the use of PI in the correctional setting and have since instituted adaptations of the system in several of its correctional programs. Correspondence indicated further sporadic use of programmed materials. In view of the informational gaps in knowledge about the use of PI in correctional institutions, it seemed both appropriate and necessary to find out how the use of PI was faring in other of the nation's correctional institutions.

Current Use of PI

In preparation for this paper a brief questionnaire survey in the use of PI was conducted in 150 major state adult correctional institutions throughout the nation and the Federal Bureau of Prisons. Of a total of 82 replies from state institutions, 65 (79 per cent) reported the use of PI in basic education, vocational education, and related areas. Seventeen institutions (21 per cent) reported no use of PI. Curriculum committed to PI ranged from 1 per cent to 93 per cent, with the average being 25 per cent.

Ninety-seven per cent reported their institutions experiencing success in the use of PI. Table 1 describes the reasons for the successful use of PI given by those institutions reporting success.

TABLE 1

Successful Use of PI by Reasons
and Per Cent of Respondees

Reasons given by respondees	Per Cent*
Permits individualized instruction	77
Self-paced	72
Students like it	46
No competition (with others)	26
Other reasons	40

*Most of the 63 respondees listed more than one reason for success.

Only two institutions reported they had not been successful. The reasons cited were not enough money to purchase better programs and that "learning is superficial, does not carry over to other areas, and is soon forgotten."

Twenty successful respondees also cited some failures. The most frequently cited reasons were (1) student unmotivated and lacks sufficient initiative, (2) staff resistance, (3) boring and students don't like, and (4) difficult for slow learner.

A final question which elicited a number of interesting responses was, "Most users of PI believe that consistent success with this instructional method requires the employment of systematic procedures in the management of programmed learning. Have you developed any effective approaches, such as 'contingency management,' performance contracts, etc.?" Thirty-seven per cent of the users reported they had. When asked to briefly describe approaches used, the most frequent responses were (1) performance contracts; (2) points accumulated with backup of a wide range of reinforcers; (3) use of paraprofessionals in the management of the educational program; (4) earlier parole consideration; and (5) eligibility for further training, such as vocational training, entrance into a GED preparatory program, and college correspondence courses.

The Federal Bureau of Prisons is a major consumer of PI. The Bureau reports that all of its 35 institutions employ PI to some degree in basic education, vocational training, high school equivalency preparation, driver education, social education, and "World of Work." Several institutions have written basic education programs, while one (Lompoc) has developed a teaching machine which is becoming extensively used both in the federal system and elsewhere. The Bureau states that it is committed to continued use of PI and to development of more sophisticated contexts, such as training systems and contingency management.

In summary, this survey of 150 major state adult correctional institutions shows that PI is being used successfully in over 75 per cent of these institutions. Of the 35 institutions included in the Federal Bureau of Prisons' survey, 100 per cent were involved in the use of PI. Analysis of the data showed that the more the curriculum was committed to PI, the more the enthusiasm of the reporting educator, and the greater the use of PI, the greater the number of systematic procedures employed.

The Draper Model

In recent years, Draper Correctional Center has experimented with developing a model basic education program in which PI is the primary instructional method. The staff at Draper recognized at the beginning that PI was the realistic and effective approach to individualizing basic education--a must for a population with which traditional methods had failed miserably. However, it was assumed, erroneously, in those early days that PI could markedly reduce the number of teachers and assistants required; that PI was so intrinsically motivating that the student could go on learning forever--captured by the inherent motivation which results from the feeling of success at every step through such long courses as English 2600 and TEMAC math. In short, staff was naive enough to think that all one had to do was to assign a PI course and the learner would do the rest.

The moment of truth came quickly. As the "Hawthorne effect" wore off, it was realized one had to get down to the business of constructing a system of learning. Attention had to be given to goals and aspirations of inmates--or instilling these through counseling and other types of interaction. The staff came to grips with the need to control distracting stimuli through the use of learning carrels and the improvement of management techniques. It became evident that a methodical diagnostic procedure was necessary for specifying knowledge deficiencies and prescribing precise remedial modular units of programs. Next, evaluation measures were developed for feedback to manager as well as to learner. Finally, it was recognized that reinforcing contingencies of learning had to be discovered and scheduled in order for learning to be efficiently maintained.

Basic Steps in the Instructional System

To obtain optimum results in basic education, four fundamental steps are employed in the systematic use of PI materials at Draper. They are (1) diagnosis of learning deficiencies, (2) prescription of the specific materials which will correct these deficiencies, (3) management of the learning activities, and (4) evaluation of the trainee's progress and the system itself. Each of these steps is described below.

Diagnosis. As a first step in this procedure, a standardized achievement test is administered. From the results of this test, an item analysis of learning difficulties and deficiencies is prepared. In most cases, further diagnostic tests must be administered to determine more specific knowledge gaps.

Prescription. After completion of the diagnostic process, a prescription schedule for the learner is prepared, providing a record of the courses or modules to be assigned and the order in which the learner will take them. To prepare the schedule, the manager must consider the information gained from the diagnostic procedure. This information will include achievement test results (overall and subtest scores including a measure of the reading level of the trainee), an item analysis of the diagnostic test, and data on goals and interests obtained during interviews with the trainee.

The manager, having selected and ordered PI materials for his trainees, will be somewhat familiar with the materials from the standpoint of behavioral objectives, grade level, reading level, appropriateness for age level, and format (method of presentation). Keeping in mind the age and approximate grade level of the trainee, plus the information and insight he has obtained as to the trainee's abilities and interests, the manager weighs course objectives against learner deficiencies and selects the course (or modules). At this point the prescription is tentative; it will very likely require adjustments at intervals.

Managing the instruction. Before the trainee begins his studies, he should have a counseling interview with the manager. At this time the manager reviews and interprets the trainee's test scores and shows him how they were used to prescribe the programmed materials he will use. The explanation should be couched in terms of the trainee's goals. The trainee's commitment is secured to his prescribed course of study. Finally, the proper use of PI is explained, and testing and grading procedures are discussed.

Each day a performance contract, covering work-expectancy, is prepared with the trainee. Work-expectancy is an approximation of what the trainee can accomplish doing steady work for a three- to four-hour work period. The trainee is alerted to the fact that he will be tested at critical progress intervals within the work-expectancy period and that a passing score--at Draper, it is 85--will net him points that may be traded in for such reinforcers as money, special privileges, or other tangible items he might choose. The trainee should be observed closely for the first few days to note any prescription errors that need immediate correction. Supervision must be maintained. To involve the trainee in his own learning process, verbal feedback, progress checks, and personal observations are all valuable tools which should be employed by the manager.

Evaluation. Evaluation is a continuous process which begins the moment the trainee comes under supervision. His progress is evaluated when his work is checked, during counseling sessions, and in all the day-to-day contacts with him. While the chief means of evaluation are his performance contracts, there must be some formal measure of his progress within a particular course and within the entire program. Several different forms of all tests should be available.

Before a trainee is tested, he receives a spot check of his written responses to verify the fact that he has indeed worked through the material covered by the test. After the test is administered and scored, the results are immediately reviewed with him.

When a trainee is leaving the program, or at stated intervals throughout the time he is under supervision, overall progress is measured. For this purpose a different form of the standardized achievement test is administered. A comparison of results provides a measure of the trainee's overall progress. A comparison of the item analyses (pre and post) of learning difficulties and deficiencies can measure the effectiveness of the prescribed modules. The comparisons provide the manager with feedback about the effectiveness of the PI materials and the accuracy of the prescriptions.

Contingency Management

Much of the operation just described was arrived at empirically, but the application of behavior principles, particularly those derived from reinforcement theory, has contributed heavily to the procedures employed.

Behavior is Controlled by Its Consequences

The theoretical underpinning of the Draper model starts out with the basic assumption that all learning takes place under specifiable conditions.

In the simplest of terms, the learner or trainee responds to a stimulus and following an *appropriate* response is given feedback signaling appropriateness. He may be told that his response is right, or that he did well, or any of a variety of positive consequences may follow an appropriate response. The important concept here is that his response is strengthened by what *immediately* follows it. Thus, a positive consequence is contingent upon an appropriate response. *Contingency management* is the formal administrative technique employed to provide positive consequences for all learning activities.

While the principles are simple, the effects of their systematic application have a powerful impact on motivation. Contingency management is becoming recognized by educators as necessary in creating a total learning environment. Maintaining learning behaviors at a high rate of efficiency requires the proper management of the three-fold learning contingencies--stimilus control, responses, and reinforcers.

Positive consequences of behavior are called reinforcers because they serve to strengthen or reinforce the behaviors that precede them.

The learner, not the teacher or contingency manager, is the sole determiner of what reinforces him. What is a reinforcer to one student is not necessarily a reinforcer to another. There are, however, reinforcers that are effective for most students: success in learning--good grades, mastery of subject matter or skills, approval of teachers and peers. However, these reinforcers may not be effective, especially with learners who have a history of repeated failure. This does not mean that contingency management has failed. What is required at this point is a search for reinforcers for which the student will work. The search begins with the student who is the expert in what reinforces him.

High-Low Probability Behavior

This search leads to another behavior principle:

(1) Given any two behaviors, an individual has a preference for the behavior he would rather engage in at a given moment.

(2) By allowing the individual to engage first in the less preferred behavior in order to be allowed to perform the more preferred behavior, the more preferred becomes a reinforcer to the less preferred.

(3) The more the less preferred behavior is performed, paired with the reinforcing event (RE), the more preferred it becomes. It can, in turn, be used to increase the probability of lower preference behaviors.

The following is a list of some contingency management procedures frequently used:

(1) Pairing high-low probability behavior

(2) Arranging RE menu and room

(3) Contracting for performance

(4) Systematizing progress plotting

(5) Managing one's own contingencies, e.g., arranging one's own performance contract, reinforcement schedule, etc.

(6) Employing a token economy.

Implications of Contingency Management for Model Development

In following the dictates of contingency management, a new learning environment will be created that will have instructional development, learning management, and evaluation as its main activities. The traditional role of the teacher as a dispenser of information and opinion will be de-emphasized; instead, he will constantly address himself to developing and implementing the model learning system. He will continually review training objectives, learning strategies, learning events, and evaluation methods. In short, he will become the manager of an instructional system.

The learning manager will spend most of his time managing learning contingencies. He will be available to students for consultation and assistance and will spend time meeting with students individually and in small groups. He will engage in evaluation of the whole program; learners will be evaluated in relation to established criteria, not in relation to each other.

An Experiment in Contingency Management

Clements and McKee (1968) conducted an experiment using contingency management procedures patterned after Homme (1966).

Contractual agreements and contingency management procedures were used in an attempt to increase the productivity of sixteen prison inmates studying programmed educational materials. The length of the experiment was nine weeks. The amount of PI work to be done by each subject was specified daily by means of a "performance contract." Although the amount was negotiable, the conditions of the experiment required each learner to increase his performance about 20 per cent each week over a baseline measure taken during a three-week period just prior to the beginning of the study. Following completion of a unit of work, the subject was allowed a fifteen-minute period in which he could either select an item from a reinforcement menu or opt to return to the study area.

The results of the experiment showed that under conditions of contingency management, productivity, as measured by frame output, almost quadrupled. Increased amounts of work were accompanied by greater work efficiency; total time in the work area per day decreased, and the number of frames completed per hour increased. Number of tests taken doubled; per cent of tests passed increased from 71 to 80.

Conclusion and Recommendations

PI works. It is working at Draper and is working in the adult basic education programs of at least 63 state and 35 federal adult correctional institutions.

But the successful users of PI realize that it is no educational panacea. PI does not provide the answer to rehabilitating the public offender, but it can help materially in achieving educational objectives for the prisoner which traditional methods have denied him. Properly used,it can cut significantly into time required to gain knowledge and learn skills.

The following considerations may prove helpful in planning and operating an instructional system using PI:

- Learn the underlying theoretical principles of PI, such as reinforcement learning theory, behavioral objectives, and contingency management. The theory will be needed for training staff and trainees and for providing a rational base for program changes and development.

- Get your staff committed to PI. Staff acceptance of PI critically affects the management of the system. Some ways of getting commitment are through training, systematic experimentation with PI, and group discussion. Staff must also receive reinforcement through success experience, which can be best provided by systematic use of PI.

- Recognize that PI has limitations. It is no substitute for human relationships, but it can facilitate them. A variety of group interactions is also desirable in basic education, but, even here, PI has a contribution to make: As PI has done, develop explicit objectives, stating in behavioral terms the things the trainee will be able to do as a result of his group experience. Then, seek to measure the outcome of the group method employed, such as discussion, role playing, and other forms of group instruction.

- Involve the trainee in planning and operating the instructional program. Allow him to perform as many duties as appropriate, such as keeping his own progress charts and graphs, assisting other inmates, and orienting new trainees and visitors. Accord to the inmate the status of an adult trainee; avoid the designation student, which connotes lower status and frequently the absence of realistic goals of occupational skills and jobs.

- Relate as closely as possible basic education skills to occupational goals and work. This is easy to say but quite hard to accomplish. Adult Basic Education (ABE) programs, however, hardly exist in a vacuum: ABE only makes sense to disadvantaged groups if the skills learned are relevant to work or preparing for work. What is the relevance, for example, of First Year Algebra (TEMAC) for butchers and bricklayers and barbers? None. But an understanding of fractions for bricklayers is important for it is needed in estimating materials and surfaces and in taking measures. Serious effort must be made to relate ABE knowledges to life work. Counseling and demonstrations help, but more effective would be the ABE trainee's participation in an occupational training program where he could see the relevance unfold as he progressed through his training.

- Use small instructional units or modules more than extended programs. Modules allow pinpoint prescribing for deficiencies and also allow the trainee to experience the reinforcement value of quick task completion. Maintain a constant search for other reinforcers, remembering that the principal supply source is the trainee himself.

- Employ paraprofessionals, such as college students, to assist in the training system and provide them with adequate orientation and supervision. Bear in mind that with individually prescribed instruction the teacher manages and the program teaches the subject matter. This fact permits the use of some personnel with less requirements than a college degree and teaching certificates.

PI provides the technology for individualizing instruction on the most efficient and effective basis known to date. It is not a test, not a teaching machine, not a mechanical process. It is, however, a vital component of an instructional system which is now taking its first steps toward a valid instructional technology--a much-needed development for the entire educational field, especially in corrections.

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MULTI MEDIA IN CORRECTIONAL INSTITUTIONS FOR ADULT BASIC EDUCATION

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Educational programs are in operation in all institutions of a Prison System. These programs vary in courses offered and contents, because of the specialization of institutions for more effective treatment of the offender. There are maximum security prisons, medium security prisons, reformatories, institutions for borderlines, mental defectives, hospitals for mentally ill and camps for male youths.

Training programs have been designed to fit each institution. No two programs are alike; but, there are elements common to all. In the reformatories and the prisons there is instruction from beginner's level through high school and beyond. Increasingly, inmates are enrolling in college correspondence courses when they attain a Regent's high school diploma, and, through individual study, they prepare for college proficiency examinations. In institutions for borderlines, academic instruction is offered to eighth grade and high school equivalency levels. Organized vocational courses that are recognized by the State Education Department are in operation in all institutions. Throughout the department, correspondence courses in a wide variety of subjects are available to inmates without cost.

Supplementing and complementing the academic programs are the recreational activities conducted in each of the institutions and supervised by trained personnel. In almost all institutions there has been an expansion in the area of fine arts and hobby crafts. This program provides an opportunity for the men to develop latent talents and appreciation of an individual's work.

Adult Basic Education

Correctional Education is de facto Adult Basic Education. Most men confined in institutions are heads of families and those that are not, were self supporting and had left the protection of their parents' home. Another interesting finding is that these men are undereducated and may be classified as functionally disadvantaged; who by an accepted definition, is one who possesses sixth grade literacy.

Basic Education of adults is not simple. It is a difficult and complicated task to motivate and educate the dropouts and never-in's of our society, and it is not easy to train and inspire teachers so that they become the "good teachers" of adults, that we must attract and hold in Correctional Education.

Education and training of the disadvantaged, and no one can deny that the inmate falls in this category, includes three main objectives: 1) Elevacion of literacy and development of numerical skills; 2) Development of vocational skills so that the inmate will be able to compete favorably in the economic market when he is returned to the community; and 3) Development of basic living skills.

Vocational Education

As the man readies himself to accept vocational training, he is counseled in the selection of a trade, for the ability to earn a living for one's self and family is necessary for success in the community. Therefore, teaching the men how to work is an important function of vocational education.

The material taught in each trade is carefully selected after an analysis of industrial requirements. Related theory and trade information is part and parcel of his instruction. On the job experience is afforded to advanced students through the utilization of "Live Work" accepted from any State agency or political subdivision. Through this practice, men are made aware of the high standards of work demanded by industry.

Elevation of Literacy

Education for the elevation of literacy and numerical skills and for development of basic living skills present some stubborn problems. The diversity of interests of adults is far greater than the educational needs of youngsters. They, the youngsters, may be departmentalized into traditional grade levels for educational purposes; but adults may respond to this categorizing only on a limited basis, and at that, willingly only up to the time when they become functionally literate (reach achievement level of 5.0). Adults come with all kinds of prejudices and fixed ideas that are different to overcome and require skill and tact in approach.

The organization of classes to meet the varied need of adults is difficult to arrange and beyond a certain point it becomes uneconomical. A point of diminishing return with the addition of another teacher is reached.

Fortunately, in the past four years laws governing distribution of funds under Federal programs, especially Title III of the National Defense Education Act and Titles I, II, and III, of the Elementary and Secondary Education Act and Title IV-A of the Library Service and Construction Act, have been liberally interpreted to include correctional institutions.

After proper representation, the authorities in the State Education Department, who proved most helpful in preparing the proper forms and devising a design for the experimental nature of the projects to improve the instructional programs, made funds available for the establishment of two-educational centers employing new techniques.

Learning Laboratory

The leadership of the Department of Corrections, in the person of the Director of Education, surveyed and consulted with heads of educational programs in each of the institutions. A determination of the establishment of a learning laboratory was made in one institution whose program need was comparatively narrow and whose educational program effectively satisfied most of the education needs of the men confined in the institution. It may be said, that the institution population was educationally homogeneous.

The learning laboratory is especially geared to increase a specific skill by intensive study and massive infusion of programmed learning and audio visual materials. The student is scheduled laboratory time according to his need when a deficiency in mathematics or reading is determined through results of achievement tests. It is capable of employing a wide variety of instructional materials such as: programmed instruction, books, systems of auto-instructional machines consisting of controlled readers, over-head projectors, language masters, record players, tape recorders, slide viewers, etc.

The Learning Laboratory is a self contained learning environment in an adult setting, capable of providing intensive instruction in reading on a corrective or remedial basis in conjunction with conventional group instruction in a classroom.

The laboratory should seek to improve its diagnostic and treatment procedure through a systematic and well planned testing program. The student should be tested prior to placement and after definite periods of time (no definite determination has yet been made if it should be one hundred or two hundred hours) and then at the terminal point. The student may request to discontinue attendance at the laboratory or he may be terminated when his specific skill is on a par with his peer group.

Library Instructional Multi Media Materials Center

The second institution has a well established adult program embracing both academic and vocationally related education and extending beyond high school graduation. This program is not the result of accidental placement of inmates, but the result of the classification program and the planning to establish an institution that would attempt to satisfy the broad educational needs of motivated men, who are interested in making their time serve them rather than they serve time.

The new library is being constructed not as a traditional library, but as an Instructional Materials Center. Librarians, it seems, have been more flexible in their preparation for the employment and use of new media, than any other group. This does not imply that the librarian will be alone in the management of this new library, but will be assisted by other professionals until such time as a fully qualified multi-media specialist is available to manage a broad and comprehensive correctional education program, which in January 1970, will be utilizing "Educational Release" to attend college in the community as part of its treatment program.

This technological revolution in education, which is now reaching into the prisons, involve the use of teaching machines, programmed books, listening and viewing devices to include 16mm and 8mm movie projectors, educational television, video tape, tape recorders, cassettes, single concepts loops, strip and slide films, phonographs, language masters, dry and wet carrels, listening stations and, as important as ever, a wide selection of books that satisfy all levels of educational development.

The basic differences between the Learning Laboratory and the Library Multi-Media Center are:

1. The former is narrow in its objectives and the latter is broad in scope.
2. The former is directed towards remediating a specific deficiency whereas the latter actually accommodates individual differences which current testing reveals.
3. Attendance at the laboratory is assigned, whereas at the multimedia center it is primnarily voluntary or on referral by a teacher for the attainment of a specific objective.

The new center will supplement the conventional instruction of the classroom and will enable to free the teacher from the tedium of teaching. Much of the learning that the student must do can be individually presented so that whether a half an hour or two hours are required to master the unit, both variables can be accommodated at the center. The center can meet the individual's need at a decreased cost. All machines will be tools to serve the teacher and relieve him -- not replace him -- to do the job that only a person can do, to counsel, guide the student, and possibly motivate him to inner changes in attitudes which contribute to his original delinquency.

As part of this Library Multi Media Center are storage and distribution rooms. Also facilities for the repair and maintenance of machines and equipment in order to affect economy, which is an essential element in the operation of any correctional facility.

The establishment of this multi media center cannot be done in isolation. The people who will operate this service must be trained in its widest operation and, also, teachers and students must be made acquainted of the function it will serve in the total educational program.

As learning laboratories have created new concepts for teaching reading to adults, so have the multi media materials center required new teaching methods, new administrative organization and facility layouts.

PROBLEMS RELATED TO ETHNIC DIFFERENCES AMONG LEARNERS

Carl F. Nickel
Adult Conservation Camp

Introduction

The object of this paper is to prepare individuals to recognize the inherent problems that arise when teaching students whose backgrounds and ethnic standards are different than the setting of the school. Although the information supplied is fundamentally extracted from an Alaskan setting, it does, however, give an overview of the problems confronting an educator teaching students with ethnic differences.

The problems consist of many fragments that can be pieced together; no single facet of the problems related to teaching ethnically heterogeneous students is paramount. Consequently, what emerges is a unique situation encompassing each student as ethnic difference varies from one student to the next.

Context

Acculturation Versus Assimilation

The only apparent facsimile among students with various inveterate customs is the desire to learn. At this point, the initial schism appears.

One section of the classroom may want to gain knowledge that will aid them toward acculturation into the dominant society, whereas the other segments may consist of individuals who are interested in acquiring information that will benefit them within their respective cultures. The fact that one group seeks immersion into the dominant cultural milieu, and the other simply assimilation, introduces acute problems for the instructor because each group is in school for different reasons.

The student who wishes immersion into the dominant society is not going to be satisfied with fundamental academics; he is going to want information that will arm him to function within a new society. If the student is not convinced that all the knowledge he is being exposed to will enable him to be a productive citizen, he will lose interest in school.

A very serious problem materializes if the student wishing acculturation has had a minimal exposure to the society he wishes to enter. The individual has likely gauged everything he has seen by the "yardstick" of his own society. Initially, the instructor may be faced with a considerable expenditure of time and effort in order to erase false concepts acquired by the student. If too little attention is placed on this process, the student will continue to carry many impressions that will distract from both the learning processes and capacity to function in a new and different society.

For the sake of exemplification, a young person from an Alaskan village may enter a contemporary area and the only things that will leave a lasting impression will be the pleasurable and convenient factors offered by the society. He will remain ill-equipped to face the hard and cold facts that are present in any society.

Each society has its own rules and regulations designed to protect the individual members of the group. They also have many unwritten taboos that are important for the mainstay of the culture; taboos also establish a pattern for any society's moral structure. If a new member of any society is not equipped to stay within the boundaries of the social structure he is not going to function safely, nor is he going to live happily within the adopted culture. These factors which control group members extend from the written laws of the group to the common sense aspects of mannerisms shown fellow members.

The instruction of the individual who wishes to acculturate must include practical aspects about the society he wishes to enter. The teaching must include information that is not found in a text book because there are minor situations constantly arising that cannot be conveniently solved by some pre-existing and proven formula. The problem is a case of teaching "horse-sense" to a man who has never seen a horse; someone who is not properly equipped with function guidelines.

The individual who wishes to maintain his own culture and habitat, but wants to assimilate with the pre-dominant society, has entirely different goals and objectives for attending school. If questioned, he may reveal that all he wants is to understand the monetary system used by the dominant society, and to learn how to "make out an order to Sears and Roebuck." This person proposes problems unique to his situation. Upon leaving school, he will return to a society which is possibly so drastically different from the instructor's that it staggers the imagination.

If the instructor has no inkling of his students' cultures, he may be totally ineffective in teaching. The instructor must prepare himself to pass on information in a manner that is meaningful to the students. It is imperative that the instructor arm himself with a fundamental insight of his students' customs so he can place things within a frame of reference that is readily understood. What amounts to merely a "frame of reference" to the instructor is actually a way of life for the student. A definite problem emerges for both the instructor and instructed if the teacher cannot become a "chameleon," otherwise the information passed on to the students remains in a state of haziness.

Language

All too often the instructor enters the classroom armed with clever clichés and a beautiful command of his own language. If the students are ethnically different, and are using the instructor's language as a second language, all is lost, especially if the instructor fails to compensate for a definite language barrier.

Many students in the Alaska setting are bi-lingual, using one language at home and another in school for the sake of convenience. The student may have a working knowledge of the language of the dominant society, but chances are great that he is not prepared to cope with slang, colloquial euphemisms, and idiomatic expressions.

Consequently, an acute problem will arise if the instructor uses precise and sophisticated language in the classroom, for obviously the student will be unable to grasp the full meaning of the instruction. A major problem arises in finding the level of conversation that will satisfy the total class, still remain accurate enough to convey the information, and yet remain interesting.

Another apparent problem related to language is the occasional need for an interpretor. In Alaska, the native population is divided into Indian, Eskimo, and Aleut; the division does not end at this point. The Eskimos are divided into two distinct groups, each speaking a completely different language. In addition to the division of language, there is a definite variation in dialect that changes between individuals who live in proximity as near as fifty miles of each other; this is also true of some of the Indian and Aleut languages. The Alaskan Indians are divided into different tribes, the major ones being: Haida, Athabascan, Tlingit, and Tsimsian. Their languages all differ. Likewise, the Aleuts may speak Aleut or Russian, all depending upon their origin. Another minor language variation appears within the Athabascan tribes. It depends upon who taught the individual to speak because those persons who were reared with the elders speak differently, almost to the point of separate dialect, than those individuals taught by the more youthful members of the society. The elders play a significant role in the Indian culture as respected citizens maintaining a link with the past. Ironically, in the Eskimo culture, the older members have a role similar to children, that is a condition of being tolerated because they are at a point of being non-productive.

It is not rare to have a good cross-section of all the Alaskan natives in an Adult Basic Education class, and it is very frustrating to find that a dialect barrier exists between students of the same basic nationality when the need for an interpretor arises.

Cultural Status of Women

A young woman may realize that furthering her education can be advantageous to her, but in turn she may refrain from gathering any depth because of previous controls placed on her by her society. An interesting example of this is a young Athabascan girl who had the recognition of being the first female to leave her village to get a high school education. Upon her return to the village, the village council realized that her new knowledge would assist the whole town if she were to handle their funds. However, the first time she attempted to exercise any authority, she was struck by her brother who felt it necessary to "put her in her place." This young woman has left the village and has returned to school to get a college degree. She apparently has no intentions of returning to the place of her birth because she possibly could never function at her fullest capabilities.

The Silent Language and Expressions

Many Alaskan natives use visible signs rather than verbal responses; this proposes a very interesting problem. All too often the natives are considered by others to be functioning below an adequate level of education because they are not verbal. Eskimos have the inveterate custom of being extremely non-verbal and relying on shrugs, nods, and eyebrow movements to communicate. A shrug of the shoulder may mean anything from "no" to inferring that they aren't too sure of a particular answer. A nod signifies a yes, but it could actually mean that they are listening, but not necessarily understanding what is being said. Some natives will merely raise their eyebrows to signify an affirmative response.

The Eskimo appears to constantly want to please whomever is speaking to him and will many times respond by saying yes rather than question instructions. It is very frustrating to realize, after a series of affirmative responses, that the individual has actually misunderstood everything that has been said. They will also substitute the word yes with the word "maybe", and use "I don't know" instead of "no."

The body shrugs and signs, teamed with inappropriate verbal responses can become very confusing to an instructor, making teaching an extremely difficult task.

Value Structure

Many Alaskan natives are very unselfish and it is difficult for them to understand why the non-native groups are materialistic about possessions. It is common for an Eskimo to give a portion of his possessions to someone who has less than he, even if he may suffer from the loss. Although the problem of values may appear minute, it is a barrier for the student if he is to learn the concepts of supply and demand, or anything else directly related to the value structure of a new society.

Another item closely related to a different concept of values is the difficulty of conveying the need for wariness of individuals who may attempt to take someone else's belongings. Oftentimes the Eskimo does not understand the meaning of stealing because he may feel that if someone takes something from him, it means that the other person has a greater or more pressing need for the item. Likewise he may expect to be given some article he lacks, or take this item from his neighbor, especially if the neighbor has an abundance of a specific thing.

An example of this is a 33-year old Eskimo man in an institution. He observed an Aleut youth take a carving knife from his tool kit. When questioned whether or not he was "going to do something about this," the Eskimo replied that the other man didn't have a knife for carving and that he had two other knives that would work. Sometime later, the Eskimo referred to the knife as if it were the possession of the Aleut and showed absolutely no concern over the much used tool.

Food Differences

It is very difficult to maintain a total harmony between student and instructor if the student has to sacrifice all his ways of living to get an education. In an institutional setting, too little consideration of food selection is shown ethnically different people. Whenever a member of a different culture has to leave his own habitat for the sake of education, he generally has to eat the food of the society that is teaching him. In a society that plagues itself with concern over "poly-unsaturates" exists the Alaskan native who is accustomed to eating bland foods of high fat content such as boiled fatty meats and other foods with a high cholesterol count. If his diet is changed radically, and totally, he may lose interest because of homesickness and "foodsickness."

It is imperative to supplement the diet of a native Alaskan if you wish to minimize problems. They should not be expected to indulge in highly spiced foods, and food stuffs that are outside of their culture. Although the problem may appear to be small, it is one of the many fragments of the many faceted problem related to teaching students with ethnic differences.

Prejudice

If the class is composed of several ethnic groups, a minor problem of prejudice may arise. There are certain animosities between the native groups in Alaska. These prejudices are deeply seated in the various groups and are passed on culturally. There is apparently no exceptions to this. Although this material may fall within the context of Sociology and Anthropology, it does propose a minor problem for a successful school atmosphere because if tested, deep seated prejudices will appear that may disrupt the school.

Prejudices and Expectations of the Instructor

The problems created by an instructor of ethnically different persons can be insurmountable. All the previously mentioned problems will be aggravated if the teacher attempts to interject his own code of ethics and "ethnics" into the class. It is simple for an educator to measure everything upon the scale of his society and display a severe case of ethnocentrism.

When dealing with individuals having ethnic differences, it is important that the instructor keep teaching as the utmost purpose of being in the classroom. The problems brought to the surface if the instructor shows prejudice can do irreparable damage.

If an instructor expects his students to function totally within the realm of the instructor's society, and wishes his students to be "shining examples" of the dominant culture, all is lost; all the previously suggested preparations for compensation proposed by the students will be overshadowed by the problems created by the instructor.

Problem Points of Ethnically Heterogeneous Students

1. Purpose of education
2. Communication barriers
3. Adequate background
4. Frame of reference
5. Cultural taboos
6. Prejudice

If an instructor is confronted with any of the preceding points, he is susceptible to having problems directly related to teaching students having varying backgrounds. It is imperative that the instructor weigh each of these points to function as problem-free as possible.

Conclusion

Although this paper is directed at the native population of the State of Alaska, it does, however, portray the inherent problems of teaching students whose backgrounds vary from the dominant society and differ from one student to the next.

An individual's culture is a revered thing that should not be violated by anyone. The instant that these cultures are overlooked or taken lightly by another, the grounds for problems has been laid. It is difficult enough to be confronted by the innate problems of working with students whose backgrounds are dissimilar, and futile to aggravate the situation through ignorance or animosity.

If the educator assumes the role of "Ambassador of Goodwill" the burden of teaching a student body comprised of various cultures and customs will be reduced to a point where learning is the dominant factor, not society.

Author's Note

This paper has not been followed by a bibliography because the basic context has been extracted from personal glimpses, experiences, and relationships with the Alaskan natives. It should be noted that the further north one travels in Alaska, the more inherent the problems seem to be. This paper has been done through contact by the author as an educator whose classes have never had less than four ethnic groups represented, as an officer of both the Department of Fish and Game and State Troopers, and as an interested citizen. The following is a list of some of the sources of information and experiences:

Ephrim Max Alexie, Yupik Eskimo, Mountain Village on the lower Yukon River;

Wayne Hawley, Innupiat Eskimo, Kivalina on the Northwest Arctic Coast;

Oliver Williams, Athabascan Indian, Fort Yukon on the upper Yukon River;

Father Nicholas Moonin, Russian/Aleut, a Russian Orthodox Priest from English Bay in Southcentral Alaska;

James Martinez, Tlingit Indian, Klawock in Southeastern Alaska;

Oline Alexia Petruska, Athabascan Indian, Nicholi Village in Interior Alaska;

Sam Kochutin, Aleut, St. Paul Island of the Priblof Islands in the Bering Sea;

John Cook, Welfare worker, Kotzebue, Alaska, and

Reverend Richard Madden, Chairman of Ministerial Relations, the Presbytery of Yukon.

They are all personal friends, relentless critics, and an excellent source of enlightenment.

RELATIONSHIPS BETWEEN LEARNING OBJECTIVES AND ENVIRONMENT

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Whenever the topic of teaching and environments are discussed, most non-architects, sometime during the conversation, more likely than not will think of Mark Hopkins and his famous log bench. Paraphrased, Hopkins' statement indicated that the best and most efficient teaching environment was a log, approximately six feet long, with a teacher at one end and a student at the other end. Notwithstanding the wisdom of that advice, it is not intended that this discussion be the cause of a sudden flood of purchase orders from correctional institutions all over this country for six-foot long logs.

The purpose of this paper is to demonstrate the clear and undebatable influences of environments on enhancing the achievement of learning objectives. The thrust of this paper is not primarily "a brick and mortar approach" with discussions of carpet versus tile flooring, acoustical perfume, artificial lighting versus sunlight, open space versus flexibility, although as a type of environment, the physical architecture will be considered. The predominant concern of this paper is focused on the student/trainee, his needs, the instructor and his needs, the resultant interaction between them, and the development of environments which will enhance that interaction. Speaking before the National Exposition of Contract Interior Furnishings Convention in June of this past year, Dr. Bruno Bettelheinn, Professor of Psychology at the University of Chicago, succinctly summarizes the underlying concerns of this paper: "Our modern buildings offer excellent protection against rain or physical cold; but none against emotional coldness, the sense of loneliness, isolation, and lack of purpose."

Environments

In analyzing the typical teaching-learning situation, at least two broad aspects of the environment which appear to affect learning can be identified. These are: (1) the physical environment, e.g., facilities, equipment, temperature, lighting, noise level, furniture arrangement, and (2) the psycho-social environment, e.g., student needs, reward systems, group structure, pedagogical practices, group norms, student roles, student attitudes.

Physical Environments

Borrowing from the field of industrial psychology, several studies (Herzberg, Mausner, Peterson, and Capwell, 1957; Parker, 1963; Zaleznik, Christensen, and Roethlisberger, 1958) of the work situation have examined how aspects of the physical environment affect workers' efficiency, such as the effects on performance of temperature and ventilation, noise level and lighting. In general, these studies indicate there is a clear association between the physical work environment and the behavior of workers. The results of this type of research tend to reinforce the commonsense notion that environments with extremes in temperature, noise, and illumination should be avoided in order to promote maximum efficiency in production.

The physical design aspects of training and education have not gone uncriticized in the past decade. With innovation and experimentation in curriculum development, team-teaching, student-teacher ratios, instructional television, it is logical and predictable that new ideas in school design be discussed and attempted. One educator aptly described, a bit tongue in cheek, the past view of the physical aspects of the learning environment:

> "A schoolhouse is a big box filled with equal-sized little boxes called classrooms. The very architecture sorts the children and helps the administration to establish groups of uniform size--twenty-five pupils if the community is rich, thirty-five if it is poor, and fifty if it doesn't care. In each box is placed a teacher who will be all things to all children, all day, all year. If it be a secondary school, bells will ring to signal the musical chair game that is played a dozen times a day as groups exchange boxes [p. 15]."

The counter-revolution against such structured rigidity has been "flexibility." However, as Robert Mosher of Mosher, Drew, Watson and Associates of La Jolla, California, has indicated, "Many educators use the term "flexibility" to describe a proposed facility when they really don't know what the facility or educational program should be." Without a doubt, the term "flexibility" has become a catchall and an abstraction of the highest order. Therefore, architect William Caudil provided an important contribution when he discarded the term and used in its place "expandable space that can allow for ordered growth; convertible space that can serve many functions; and malleable space that can be changed at will and at once [p. 15]."

In the final analysis, implementation of any new teaching and learning procedure in a given school always boils down to logistics. As the old joke goes, "Everybody's got to be somewhere," and training innovations must be developed and designed to work in a specific physical environment. And it is at this juncture that many a training director has been led to comment that "that plan just will not work because the facilities won't get out of the way."

Many proven training innovations have been discarded because of the handicap of improper facilities. One typical high school teacher complained that "the greatest single factor limiting the effectiveness of a team approach was found to be the lack of physical facilities [p. 16]." Rigidity, isolation, sterility, formality, inaccessibility, starkness, immobility, permanence--these are the words which veteran school men use to characterize most existing educational facilities, and these are exactly the qualities which innovating educators want to avoid in schools designed to accommodate new programs.

The training program should dictate training space and not the other way around. The Trump Commission, named after its Chairman, of the National Association of Secondary School Principals indicated, "Building design makes a major contribution to the school program aimed at quality education by providing greater flexibility [p. 16]." Hence, the brick-and-mortar design of the training facility, spaces, and arrangements must permit and support the training function.

However, an overly zealous preoccupation with the physical aspects of the learning environment is analogous to a diet of bon-bons. It leads to an imbalance. A recent story illustrates the point very well. The story concerns the bright young instructor of 25 years hence who becomes appalled at the cost of equipping each student with an electronic carrel, each classroom with automated audio-visual systems, and each building with computers and color televisions, receivers, and transmitters. One evening, adding up all the costs and dividing them by the number of students at the college, a startling idea strikes the young teacher. The next morning he rushes in to see his dean and announces, "Look, instead of spending all the money on flexible air walls, revolving stages, and coax cables, why don't we just divide up all the student body into groups of 25 or 30 and put each group into a small room with a live instructor? I don't know how the faculty would like the idea, but it's worth trying."

Psycho-Social Environments

All education takes place in a psycho-social environment and most education takes place in group environment. Thus, the teaching-learning transaction includes teacher, learner, and learning group. Each has its force and impact on the learning outcome for the individual. The class group is not merely an economical way of teaching; it should be at the heart of the learning process. Group environment and influence on its members can be a powerful influence towards learning or towards supporting the learning process.

Recent research (Benne and Muntyan, 1951; Cartwright and Zander, 1953; Thelen, 1954) into the dynamics of group behavior indicates how powerful the group environment is in group and individual productivity and learning. One of the best-known experimental programs in productivity in groups was undertaken by F. H. Allport in 1920. Allport on two occasions carefully administered various types of tests to a large number of subjects. On one occasion the subjects worked alone in separate cubicles, and on the other they worked together sitting around a common table. Those in separate cubicles worked at the same time and were monitored by common time signals. In order to be sure of dealing with group efforts only, Allport attempted to reduce competitive tendencies.

The results of Allport's experiments are often quoted to demonstrate the beneficial effects of working in a group environment as opposed to working in isolation. Except for the problem-solving and judgment tests, performance was at a higher rate in a group environment than in isolation in the four other types of tests.

In the area of learning, Gurnee in 1939 studied subjects working alone and subjects working together in groups of nine to fourteen individuals. Two tasks were used: (1) the learning of the so-called "bolt-head" maze, and (2) the learning of a number maze. The bolt-head maze consisted of a row of twenty pairs of bolts, each supplied with a metal pointer that could swing to one bolt or the other. The maze had a "signal" light, and the bolts were wired in such a way that the light would go on only if the pointer touched the "correct" bolt. For some pairs, the left one, and for the others, the right one was "correct." The subject's task was to learn how to light the signals for every pair of bolts. The number maze was similar in that the subjects were given twenty pairs of two-digit numbers, and they had to learn to select the "correct" one for each pair.

The results of Gurnee's experiment was quite clear. On the bolt-head maze, the subject working in groups made an average of only 5.21 errors, while the subjects working alone had 6.05. On the number maze, also, learning was better in the group environment than in isolation, the two error averages being 3.19 and 5.02 respectively. Gurnee explains the superiority of the group situation: "When acting collectively, a subject has, besides the ordinary clues to rightness and wrongness, the observable response tendencies of his fellows, and these may sometimes act to tip his judgment one way or the other . . . [p. 23]."

Some groups have the task of making machine parts, others of reaching decisions, and still others of increasing the learning of their members. In all instances, however, for the group to be successful, attention must be given to helping the group to form, organize, grow, and keep in good repair.

Just as the leader in a work group should assume responsibility for encouraging growth and maintenance, so should the teacher-instructor of a learning group.

As instructors recognize psycho-social emotional aspects of group behavior, individual anxieties and hidden motives, interpersonal threats and competition, problems of relations to leadership and authority, factors of individual involvement in groups, they will be better able to help classes become groups where the group task is individual learning and where group forces of cohesion are exerted on the learning of each individual. As it is, psycho-social forces, invariably present in all group environments, often work against the teacher and against learning. The class group bands against the teachers to reduce learning because the teacher did not know how to develop an effective learning group environment where members help members and where morale is high. If instructors were able to create learning groups in which members influenced and helped members, learning results would be far greater.

Interactions Within Environments

Even after something less than a short discussion of the physical and psycho-social environments which influence learning, the relationships of these environments to learning objectives is not yet clearly established. Given the dogma that "the design (physical and psycho-social environments) of a facility, its spaces, and arrangements must permit and support the educational function," one must raise the question, "What is the educational function that the facility must support?" The latter question raises some of the basic standard operating procedures of educational practices--what is to be done, how is it to be done, and who is to do it.

It is clear that an environmental analysis of courses, such as basic math, auto mechanics, electronics assembly, and so forth, could lead to a long and involved and not very profitable discussion. Perhaps a more enlightened approach to the question of how environments affect the learning process can be achieved by analyzing styles of interaction in the learning process. These styles of instructional interaction might be characterized as (1) informational, (2) group, and (3) self.

Informational Interaction

Immediately upon introduction of the topic of large group presentations and informational interaction, any person who has ever experienced it will conjure up the memories of boot camp and, as a recruit, being herded into a large auditorium to hear some chaplain talk about motherhood and morals and to view a training film.

Except for the lazy instructor who finds lecturing the easiest form of teaching, it is difficult to convince innovative training directors and educators that the informational style of interaction, either in a small or a large group situation, still has a place in the learning process. Once the number of students increases beyond fifty, it is extremely difficult to make the point that "large group" is not a synonym for "big class."

Informational interaction is usually pure one-way communication. The instructor communicates, and it is hoped that the trainees listen. Properly used, it presumes a body of information that is of importance and use to a number of trainees. It presumes further that the group is ready to receive and use the information. Most important of all, informational interaction should stimulate trainees and point the direction for further work on their own or in discussion or in small workgroups. The context of, or the environments created before and after, informational interaction determine the value of that style of interaction.

Informational interaction in a large group is not only economical, but provides "release time" for the instructor and trainees to pursue learning objectives in an otherwise unaccomplishable fashion, such as independent study or study in small groups. Obviously a large group needs a large space, indoors or out, but it does not have to be a single-purpose space. The thoroughly thought-through training facility has its large spaces designed so that they would be suitable for a variety of large group activities and also divisible into a collection of useful smaller spaces.

Group Interaction

The primary difference between group and informational interaction is not only the dimension of size, but the matter of intent. Group interaction can take place in a dialogue situation--that is, between trainee and instructor--and in a small group/seminar environment.

As pointed out above, the group environment is a powerful influence on the learning process. In this style of interaction, the trainee is no longer a passive observer and receiver of the communication process. He is actively involved and participates in the very process of interaction. There is no "backseat" in the seminar situation. Trump, again, points out that "really effective discussion of important content develops best in small groups of no more than fifteen persons. In schools where the classroom is the unit of organization, teachers should organize learners frequently into smaller groups of varying types and sizes [p. 32]."

Group interaction is misused as frequently as it is used effectively to enhance the achievement of learning objectives. Group discussion and seminars should be used with subject matter requiring involvement, judgment, and attitudinal modification. Too often they are used as a filler for the last fifteen minutes of the lecture session because the instructor has run out of material for that particular day. In the following situation, exaggerated to make the point, can you imagine the reaction of trainees to a suggestion by the instructor, "Why don't you break into small groups and discuss how to assemble an internal sync generator?" That topic is clearly a matter of information and fact, and such topics are inappropriate for two-way or group interaction. In existing training facilities, the promotion of small group interaction results in low facilities utilization. In most facilities, classroom space is designed and constructed around the "conventional class-size" of 25 to 30. Hence, whenever a small seminar group of fifteen or fewer trainees gather in the "conventional classroom," there is a resultant low usage of the available facility space. Training facilities which are on the drawing board should be analyzed from the point of view of the availability of areas other than and slightly smaller than the "conventional classroom." These facilities, you will find, will have a variety of usage including the seminar group interaction, both formal and informal, as well as a physical retreat for independent study.

Self Interaction

In a sense, the real purpose of any education is to develop the ability in the trainee for independent study. Education, to be successful, must provide the trainee with the mental and physical skills necessary to accomplish certain tasks once he is beyond the tutorial influence of the teacher and the other trainees. Therefore, it is extremely crucial that a well-rounded educational approach provide certain experiences and opportunities in self or independent interactions.

The value of self interaction is totally destroyed whenever it is used simply as a stopgap exercise. This form of interaction must be utilized in a context of evaluation and feedback so the trainee will have the awareness of reinforcement and direction.

Of all of the forms of interaction, facilities for self or independent study are hardest to come by. Certainly, makeshift facilities such as the trainees own room, a table in a corner of a cafeteria, or a spot under an oak tree out on a lawn are pressed into service as places to indulge in independent study. These "facilities" and others like them are, of course, not conducive to the most efficient kind of learning, as one would imagine. Distractions, interruptions, and a host of other discomforts are not the proper aspects of an environment leading to good learning. Ideally, training facilities ought to provide intimate and excluded spaces such as individual niches or alcoves located away from the center activities of the training program. Other specialized facility for more technical and specialized skills might be provided in a student's own carrel for activities like writing or reading laboratories.

In all of this, the underlying purpose is to get the trainee involved in his own training, establishing his own learning objectives, and learning from his own mistakes. Self interaction ought to lead the student to the kind of independence and freedom necessary in his arriving at the conclusion that what he is learning will make a difference in his life and that he cannot always expect an instructor to be looking over his shoulder to correct his mistakes. As the report on Educational Change and Architectural Consequences states it:

> "It becomes clear to the student that responsibility for success is his. He knows when he succeeds or fails, not because an adult judges his work, but because a 'responsive environment' tells him. This is, of course, an ideal of such independent study arrangements. But it is an ideal worth aiming for as we think about the kinds of environments provided in our schools[p. 27]."

Conclusion

In May of 1969, Dr. Glenn L. Taggart, President of Utah State University, spoke to the Western Regional Conference of the National University Extension Association on, "How The University Can Meet Its Responsibility In Continuing Education And Extension." At one point in his speech, he read a passage authored by Gertrude Stein. Borrowing from his speech and using it for a slightly different purpose, the passage succinctly (in Gertrude Stein fashion) describes some of the present state of affairs in trying to pinpoint the relationships between environments and learning objectives.

> "Education is thought about, and as it is thought about, it is being done. It is being done in the way it is thought about, which is not true of almost anything. Almost anything is not being done in the way it is thought about, but education is. It is done in the way it is thought about, and that is the reason so much of it is done in New England and Switzerland. There is an extraordinary amount of it done in New England and Switzerland. They do it so much in New England that they even do it more than it is thought about."

Too often, trainers and educators are guilty of doing education "more than it is thought about."

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ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS IN NEW JERSEY

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New Jersey Correctional Institutions

Types of Institutions

In New Jersey there are three prisons and three reformatories for males; one reformatory for women; and a state home for boys; and a state home for girls. In addition to the above are numerous small residential centers for juvenile offenders.

The Reformatory Complex

On January 1, 1964, Chapter 65, P. L. 1963 became effective, which integrated existing and future male reformatories into a single administrative unit, with one board of managers. The Board of Managers, consisting of 15 prominent lay citizens, sets policies, appoints the superintendent, and oversees the operation of the Reformatory Complex. The Reformatory Complex consists of Annandale Reformatory, Yardville Youth Reception and Correction Center, and Bordentown Reformatory. All sentences to the male reformatories are indeterminate. Annandale, which opened in 1927, is a minumum security, cottage-type correctional institution for youths 15 to 24 years, with an average population of 700. While Annandale admits the least sophisticated offenders, Bordentown Reformatory, which was opened in 1948, takes the older more sophisticated offender between the ages of 18 and 30, and has an average population of 850. Yardville Youth Reception and Correction Center, opened in 1968, is the center for receiving, for study and classification, all of the male reformatory commitments in the State. Yardville has a special residential unit for the severely disturbed inmates with a 60 bed capacity, a reception unit to house 296 inmates, and a residential training center for 518 youths. Since Yardville's population is predominantly twenty and under, it has not applied for ABE funds, but has received assistance in developing its services through Title I funds.

The Prison Complex

The Prison Complex, consisting of Trenton, Rahway, and Leesburg Prisons, is similar to the Reformatory Complex in having one central administrative control. Both Trenton and Rahway are maximum security institutions with average populations of 11,000 each. The new prison at Leesburg, which will go under construction in 1970, will house 500 men. The new institution will provide program alternatives not now available for inmates in the Prison Complex. Like the new Yardville Center, it will have numerous vocational shops, and will emphasize education and modern treatment methods and professional services.

Clinton Reformatory

Clinton Reformatory for Women, is the only institution in the State for older female offenders. It has an average population of 400. Recently constructed and scheduled for occupation in January of 1970, are a maximum security building housing 60, and a unit for the psychologically disturbed housing 40. Both units have self contained units which provide classrooms, therapy rooms, libraries and indoor and outdoor recreational facilities. Work assignments will also be available in the clothing industry and bakery.

Rehabilitation in New Jersey Corrections

Universal Programs

In all the correctional institutions in New Jersey there are classes in adult basic education and opportunities to attain elementary and secondary certificates. In every institution there are State Use Industies where the residents can get on-the-job training. Social education and therapy groups are available in all the reformatories but practically non-existant in the prisons. The reformatories also have the advantage of many more treatment personnel, although the trend is to expand more of the treatment services in the Prison Complex, such as are seen in the design for the Leesburg Prison. MDTA training, vocational classes, and college courses are also available in several institutions.

The Problem

The problem facing New Jersey institutions is not that services for rehabilitation are not there, but that they are not there with enough force. The real problem is in overcrowding. Admissions are currently substantially higher than in comparable periods in the past. In the Reformatory Complex the population has increased 11.6 per cent each year in the past two years compared to 3 per cent each year in the preceding eight years. The Prison Complex is receiving an increasing proportion of serious offenders under 30 (half of all their commitments) who have serious educational deficiencies.

In the New Jersey Department of Institutions and Agencies, the Director of the Division of Correction and Parole, Mr. Albert C. Wagner, is currently asking the Bureau of the Budget for capital construction funds for a new maximum security facility, a new medium security facility, and two minum custody camps to meet these increasing population trends. He is also asking for many new teaching positions and expanded allotments for educational equipment and supplies. He is also asking for vocational training facilities for the Bordentown Reformatory and the Prison Complex.

Trends in Rehabilitation

The trend toward better educational programs are definitely being realized in New Jersey corrections. It is really a race with rising population trends, however. The last three major constructions in New Jersey corrections have, as part of the plan, up-to-date modern treatment facilities, which include vocational facilities. The older institutions need more staff, additional wings to house more adequate educational and treatment facilities, and new and modern institutions have to be planned for, continuously, to prevent overcrowding in existing institutions. As a result of the Bond Issue, passed by New Jersey voters in November of 1969, the Trenton Prison will receive $750,000 to build a new school wing, and professional services rooms. Bordentown Reformatory is getting a gymnasium as a result of a previous bond issue and is hoping for a vocational wing in the near future.

The Beginning of ABE in New Jersey Corrections - 1966

The Need for ABE Classes

Adult Basic Education under Title II-B got started in Trenton Prison, Rahway Prison, Bordentown Reformatory, and at Annandale Reformatory in January of 1966. At that time the existing educational curriculum offerings in these institutions needed to be extended to include 25 to 50 per cent of the population who were in dire need of improving their occupational and communication skills. The vast majority of the younger men were dropouts from school. Practically all of the men in the institutions for older youth and adults without high school diplomas were dropouts from school who would never again return to adult school. Many had bad experiences in public schools and many were functional illiterates. At Bordentown it was discovered that approximately 80 per cent of the population did not have high school diplomas.

The existing staff at these institutions, in 1966, could not handle all the needs for the residents. In most of these institutions existing classroom space was not available to extend the daytime programs. In the seven satellite units, or honor camps, there was a big need for educational offerings.

The population expansion experienced in the early sixties was straining existing educational facilities and abilities to meet the needs of the residents. The new reformatory to be built at Yardville would not be ready for two or more years.

Initial Objectives

The stated objectives for the federally funded ABE programs in 1966 were similar to existing objectives in New Jersey correctional institutions at that time. One objective was to have the individual feel socially integrated. He was to be made aware that all people have essentially the same needs and wants. He was to be shown ways to meet them through socially tolerable behavior which, in turn, would aid him in the attainment of self-respect and self-confidence. One method of attaining this objective is through a knowledge and manipulation of fundamental academic tasks. An example of this is to improve computational and communication skills of these youths who have deficiencies in basic education.

ABE Programs in N. J. Corrections - 1970

Basic Objectives

Adult Basic Education Programs under the Adult Education Act of 1966, P. L. 89-750, are now in operation in five New Jersey correctional institutions. The basic objectives of the program in 1966 as well as in 1970 includes a thoughtful and concentrated effort to use the latest materials and methods to bring incarcerated youths and adults up to a greater achievement in the basic skills of English, Communication, and Mathematics in a comparatively short time. A strong effort is being applied to give personal attention and individualized help as much as possible to help the resident accelerate rapidly in these areas. With a greater knowledge of these basic skills, the students will be better able to adjust to life's problems and it will be a substantial aid to them in the goal of rehabilitation. Without an ABE program as it exists today, these inmates would have a reduced chance to succeed in life and possibly continue to be a burden to society.

Specific Aims

The specific aims of ABE in New Jersey Corrections are:

1. To motivate residents to participate in the program of adult basic education.

2. To show the resident students that their potential, if properly channeled, can be beneficial to them.

3. To have the resident overcome the embarrassment of having to admit that he failed to learn to read and compute as a child.

4. To prepare the students to better meet society's educational expectations and thus live more useful lives.

5. To broaden their scope of knowledge to help them benefit from vocational training.

6. To increase their prospects for more gainful employment.

7. To develop knowledge, skills and attitudes which will help the residents when they leave on parole to cope with the demands of everyday living.

8. To help individuals see ways to greater personal happiness through education.

9. To offer academic classes which provide an opportunity to earn elementary and high school diplomas for all who are capable.

10. To provide incentives and motivation for the residents to continue their education in adult programs upon their release to the community.

Funding

All four of the institutions received more the first year of federal funding than they did in subsequent years. However, the figure has remained fairly stable so that programs did not have to be drastically curtailed when allocations were reduced. The following table indicates the relative size of the institutions and the allocations received for the ABE programs for 1970.

Name of Institution	Average Population	1970 Allotment
Trenton Prison	1,100	$9,000
Rahway Prison	1,100	$9,000
Bordentown Reformatory	850	$7,000
Annandale Reformatory	700	$22,000
Clinton Reformatory	400	$9,000

The Prison Complex Program

The Trenton Program employs four part-time evening teachers who meet with classes four times a week for two hours from October through May. The classes, as in all the ABE programs, are broken down into the beginning (1-3), Intermediate (4-6), and advanced levels (7-8). Trenton State Prison's total enrollment for 1969 was 45 as compared to 81 students already enrolled for 1970. Since the program began in early 1966, six hundred and nine students have been in the Trenton program. Sixty-one have attained elementary or high school diplomas.

The Rahway Prison's ABE program parallels the one at Trenton in most respects. It is also held during evening hours with part-time teachers. In both institutions an emphasis is placed on programmed learning materials. Both institutions are using Sullivan Associates Programmed Reading Series for the functional illiterates. Rahway Prison is also using the Holt Basic Education Series, Reader's Digest Reading Skill Builders, and Follet Publishing Company Series for Adults, and Programmed Reading by Glassman. Other miscellaneous materials and visual aids are used, but the emphasis in the Prison Complex is on the use of programmed materials which have proved to be very effective.

The Annandale Program

Annandale Reformatory's program is rather unique in that it has two full time ABE teachers and classes are held during the day. Included are provisions for scheduled school recreation as part of the class day. It also has the benefit of having one of the best libraries available to its ABE students, because of the institutions availability to Title I funds. Annandale also has a clerk-stenographer, part-time, to assist with records, supply orders, reports, and curricular assignments related to the ABE program. The two full time teachers teach a total of four classes each semester (September through June) three hours per day. The last hour of the class meetings are used for recreation in the gymnasium.

Since January 1966, four hundred and fifty-four students have been educated in Annandale's ABE federally funded classes. Approximately twenty students last year received elementary or high school diplomas out of a total enrollment of 110 students. Annandale's first semester enrollment this year is 57 students.

Annandale uses many programmed materials as well as Reader's Digest Skill Builders and Random House Pace Setters and many high-interest low reading level materials. A unique feature in Annandale's program is the use of the Individually Prescribed Instruction (IPI) in all levels in mathematics. Also, one class of the four is made up of all those who are also enrolled in MDTA vocational courses. In this class, all the words and part of the math training are closely related to the vocational training classes they attend the second half of the day.

The Bordentown Program

Bordentown Reformatory is probably unique in its ABE program in that it started initially with ABE evening classes at two honor camps only rather than at the institution proper. Not until the second semester of 1969 were evening ABE classes introduced in the Reformatory itself. All classes meet twice weekly for three hours in the evening. Six part-time teachers teach six different groups. At the New Lisbon honor camp beginning and intermediate groups are taught by one teacher and another has the advanced level. At the Skillman honor camp, where the men spend less than six months, one teacher one evening a week tutors and guides self-study through programmed materials, for our students who had their education interrupted when they were assigned to the honor camp from the main institution. At the institution proper three classes from the beginning to advanced level are held.

Since January 1966, two hundred and sixty-nine students have been educated in Bordentown's ABE federally funded classes. Fifty-four have attained elementary or high school diplomas. Last year's total enrollment was 83 and this year the first semester alone has already enrolled eighty-one.

Besides regular text books such as Warriner's grammars and standard mathematics textbooks, Bordentown also emphasizes the use of programmed materials such as the Follet Series, Sullivan Series, Reader's Digest Skill Builders, and the Mott Series. Bordentown also uses the GED Preparatory Series, Lessons for Self-Instruction in Basic Skills published by California Test Bureau, and Scholastic Scope. Bordentown is presently examining programmed materials for above the fifth grade level which have been successfully employed by Job Corps centers. The College Resource Center at Glassboro College is making English as a Second Language (ESL) materials available for our classes.

The Clinton Program

Clinton Reformatory's program will not be in full operation until the new buildings open in January of 1970.

Testing

Pre and post testing is done at each institution. In the Reformatory Complex a battery of tests including achievement, psycholgical, and intelligence tests are given to all new commitments. These become part of the man's permanent records and pertinent summaries are kept on education department files. Some examples of tests used are:

- The Stanford Achievement Test
- Adult Basic Education Student Survey Test (Follett)
- Wide Range Achievement Tests
- Form W, S.A.T. Primary Batteries I and II
- Mott Basic Language Skills Survey Test
- Other placement and achievement tests included in specific programmed materials

The tests are given for diagnosis, placement of students in correct classes, continuous and final evaluations, and for end of semester recommendations for advancement to a higher group or a diploma.

Corrections as Part of the State Program

In 1969, ABE funded programs in four New Jersey Correctional institutions enrolled approximately 350 students. On a state-wide basis approximately thirty-eight centers enrolled a total of 7,781 students. For the entire picture, then, ABE in correctional institutions is only a very small part of the total ABE federally funded package in New Jersey.

The Present Needs of the Program

The ABE programs described above have definite needs. The institutions are using their allotments well, but are frequently faced with the dilemma of either expanding the number of classes with inadequate instructional materials, or reducing the number of classes available in order to save the money to buy the needed instructional materials. Usually, the ABE Supervisors prefer to keep the number of classes high, especially if good teachers are available. (In corrections all ABE teachers are certified by the State.) A good teacher is resourceful and can make what few materials he has stretch by use of overhead projectors and multi-copy machines. Not enough money is allocated to correctional ABE.

Another need of the existing ABE programs is the lack of adequate library facilities, especially at Rahway and Bordentown, and also at Trenton State Prison. A good library is fundamental to good school operation.

Not employed except now and then are the use of student aides which could be very helpful. Certain kinds of visual aids, because of their expensiveness, are not found in great use in the programs. A good 15-minute film in reading or in mathematics cost almost $200. For the same money you could pay a teacher to give 35 hours of conventional classroom instruction.

Another problem facing supervisors is in the search for and evaluation of new materials which will work well with each group and with the various kinds of adults who are imprisoned.

There are also many needs which are peculiar to the administration and physical plant at each institution.

Summary

In conclusion then, ABE in New Jersey Corrections is still a newborn child in many respects. ABE seems to be very fertile ground for experimentation with new ideas. The child asks, "Do adults really learn?" Who ever tried to teach an adult? When I was a child, I thought an adult knew everything! The ABE teacher is where the action is. Better still, he is where the innovations in education will come from and be used most successfully. It is good to be part of an ABE-in-Corrections team.

MODEL COMPONENTS

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Creating a Model

Definition of Model

A model is a copy of something, differing from the real thing in size or form, but maintaining all the elements and relationships between and among the elements of the real thing. Models provide for relating and combining elements or components to create a whole. Models or paradigms can be conceptualized in different ways -- quantitative, diagrammatic, narrative. Regardless of the mode, a model must provide for precise identification of elements and clear definition of interrelationships among elements. A model serves as a vehicle for deriving theories at the same time, theories are bases for building models. A model must be general enough to lend itself to generalizability. It should be possible to make specific implementations of a model.

An Educational Model

A model which might serve adult basic education in corrections can be conceptualized as an hypothesis-making model. This model rests on the primary assumption that education is a process of developing changes in behaviors of individuals. Formal education as contrasted with informal education is a conscious process of bringing about behavioral change, involving elements of intent and desirability. In the broadest sense, when formal and informal elements are taken as a whole, education is much more than schooling, and involves many elements of which the classroom is only one. The family, peer groups, mass media, community groups, governmental units, business and industry contribute directly and indirectly to education of children, youth, and adults -- regardless of the learning setting. Education can take place within a set of walls or -- as Dr. Furbay would say -- in the bush. The walled-in variety of education may be in the form of public school instructing, or correctional institution teaching.

The one unique and significant factor about formal education, in a prison setting or in public or private school, is that the learning environment and experiences are contrived purposefully and directed deliberately for the sole purpose of securing desirable changes in behavior of particular individuals. What constitutes desirable changes? This is determined by the culture, by the predominant values of the group, by the philosophy, the beliefs, and tenents of the society. The behavioral changes, the modifications in learners' knowledge, skills, and attitudes, represent the objectives of education. The curriculum--which in the broadest sense represents all the experiences and environment of the educational process--is designed to implement objectives, and bring about the desired objectives, the changes in cognitive, psychomotor, attitudinal behaviors of individuals. Adult basic education must be concerned with providing resources to guide educationally and socially handicapped individuals so they can satisfy their needs in such a way as to develop the behaviors necessary for maintaining and realizing the values of democratic society and performing successfully the responsibilities of mature living.

An hypothesis--making model for education must rest on a foundation that will point up constraints and define the desirable, and set the direction. Such a foundation will encompass four elements; society, culture, values, and philosophy. Society refers to the organized social structure and pattern of social relations of a group of people who have learned to live and work together. There is a society in the correctional institution--a structure, a pattern of social relations involving inmate and staff. When the society breaks down the structure collapses, the social relations fall apart. This is seen in the most violent form in the prison riots. Society is concerned with positions in social space--statuses--and the relations among these positions, the inmate-guard, inmate-teacher, teacher-supervisor, supervisor-warden. To build a viable educational system it is essential at the outset to recognize the society in which it is to function.

The second element of the foundation for this model is culture, that is, the behavior people have learned from living and working together in a particular society. Education is concerned with fitting individuals to the culture, developing potentialities of individuals so they can contribute and maintain the culture. In this sense, educators are concerned about bringing about changes in behaviors so individuals can function as productive members of society. The concern must be with two cultures -- the prison culture, the set of behaviors that make for effective participation there--and the outside world culture--the set of behaviors appropriate for effective living and functioning in the outside community.

The third element in the foundation for a model of education is a set of values. The direction of education, the basis for the beliefs and tenents of the group are decided in large part by the values of the society. This value system is an outgrowth of the Christian Judaic ethic, democratic idealism, and classical economics. Out of this background has developed a basic set of core values implementing democratic society. Values are the reflections of that which is prized. A value is what is considered worthwhile. Values have motivating, directing and standardizing qualities, and serve as expressions of preference. Every choice is an implementation of valuing. Conflict often arises from the inability to reconcile two sets of values operating side by side. In this society there is at the same time plurality and universality of values. Since that which is prized is a function of time and place, in this society today there is a plurality of value systems. Despite the plurality of values, unique to time and place, there is a universal set of basic core values, on which there is general acceptance and concurrence: concern for the individual; opportunity for equality; freedom of the individual; worth of cooperation; belief in reason; and faith in the future. The values and the acts of valuing which dominate prison culture in most instances will differ from values of outside society. An effective educational system will be tuned in to both sets of values.

The fourth component in the education model foundation is in one sense a key factor deriving from the dynamic interrelating of society, culture, and values and reflected in the kinds of social structures and relationships of a group of people, the ways of behaving that are acceptable to he group, and the determination of what is deemed desired and desirable to the group. The philosophy which undergirds the social structure, prescribes the acceptable and unacceptable behaviors, determines and reflects the values of the group, provides the directing and limiting power for energizing an educational model. Every element in the model of education which is conceptualized here is influenced to some degree by the philosophical frame of reference for the model.

The structure for this educational model is comprised of four factors, society, the social relations and structures of a group of people--the world of work; culture, the way people live and work together; values, that which is prized, the desired; philosophy, the set of beliefs and tenets which prescribe the guides for living of any group.

Out of this four-fold base grow the descriptions of changes to be achieved in individuals through the educative process, that is, the objectives of education. The task of educators is the task of developing from available resources a contrived environment which will meet the needs of individual learners and at the same time achieve the objective of education, developing the individuals' knowledges, understandings, attitudes, skills essential to effective and satisfying participation in the culture.

Elements of the Hypothesis Making of Education

There are six elements in this model of education. These are not necessarily the only elements in an effective educational model, but these six elements are essential to any effective model, whether it be adult basic education, correctional education, general education, or higher education. What are these elements?

Goals and Objectives

The first element is the one which is concerned with "where we are going." The determination of goals and definition of objectives must be accomplished at the outset if education is to be effective. Goals can be stated broadly, reflecting at a general level an overriding philosophy. To have an effective system of education, however, the general goals must be translated into behaviorally defined objectives. Objectives are statements of desired outcomes, which, if achieved, can be expected to be reflected in the desired behaviors acceptable to a given culture in a particular society. Educational objectives must be specific, pertinent, attainable, measureable, observable behaviors. The knowledges, skills, and attitudes needed for functioning as a socially productive, economically efficient, civically responsible citizen in the culture prescribe the behavior changes which are implemented in objectives of education.

Information Dimension

The second element is an information element. To implement objectives, consideration must be given to information--about the learners, the learning process, the environment. Information must be gathered about the learners, the values operating in a particular environment, the behaviors deemed appropriate for a particular culture, the kinds of social relationships of the society. A model should point the directions to indicate what kinds of information are needed, the sources of needed information, and the uses to be made of the information in educational decision-making. It is important in looking to a model for adult basic education for correctional settings to point up the needs for the information about the learners--the inmates. What are the characteristics of this particular group of learners. More important, what are the needs, characteristics, potentials, limitations which describe each individual learner. It is essential to know about and take into account information about the learning process. This must be up-to-date information. Research mandates that our pool of information about the psychology of learning is dynamic, moving, active element. The information which describes the principles of learning must never be allowed to become a stagnant pool of antiquated, outmoded ideas.

In looking to information about the learning process, it is essential that attention be given to relating this information to corrections. How do the principles of learning apply in a correctional setting? The environment for learning must be taken into account. Information about the learning environment--inside and outside the correctional setting must be considered. What are the constraints? For each learning environment there are advantages, there are constraints. These have to be identified. The characteristics which go together to make up an environment must be determined. Information is needed to point up resources needed for an effective learning environment. The model must make provision not only for collecting, evaluating, selecting, and using information about the learners, the learning process, and the learning environment, but also for feedback of this information to the objectives element. Too often objectives become static and stagnant. Goals are set at some point in time become sacred cows--not to be tampered with, not to be touched. This kind of happening can only lend to mediocrity in education. Goals and objectives must be dynamic, and must be reflections of the values, society, culture, and philosophy which undergird the setting. This is a mandate for a never-ending cycle of relating an information dimension to objectives.

Hypothesis-Making

The third element in the model is the hypothesis-making element, Educational decisions must be made to point up the directions to go in order to achieve defined objectives. Traditionally we have talked of curriculum making, lesson making, program planning. I like to look on this element of the educational process as hypothesis-making, as this mandates a tentativeness which will make it impossible for the teacher to become routinized, doing the same things, regurgitating the same lectures to learner after learner, class after class despite the changing times and needs. The hypotheses which are made point up a tentative plan for achieving prescribed objectives--and may be for one learner or a group of learners, for one ten-minute learning experience, or a four week curriculum. These hypotheses describe the learning environments and experiences which the decision-maker has every right to expect will lead to accomplishment of desired objectives with a particular learner or group of learners.

To develop a learning environment which is efficient and effective requires a strategy for making the decisions most likely to eventuate in a program education which is comprehensive, broad-based, and balanced, articulated vertically and horizontally, related to needs of individuals, related to realities of society, implementing basic core values, geared to primary cultural demands of the group, and realistic, practical, and possible to contrive. Such a learning environment encompasses more than the arena of physical plant. A learning environment takes in all aspects of the environment in which learning is expected to occur, including instructional materials and media, teaching strategies and techniques, professional, paraprofessional, and support personnel. This strategy is the hypothesis-making strategy which means relating information about the learners, the learning process, and the setting to objectives in a tentative, hypothesis statement which describes what is to be accomplished, for whom and in what way.

Hypothesis-Testing

The next element is hypothesis-testing. Essentially this calls for creating the learning environments, contriving the learning experiences which implement the hypothesized plan for achieving objectives. It is at this point that the teacher can and should exercise imagination, resourcefulness, and creativity in locating and using materials, media, techniques and strategies of instruction which can be expected to result in achievement of objectives. Hypothesis-testing calls for action, and involves putting into practice the plan which was described in the hypothesis-statement. This approach means that the teaching act is always subject to scrutiny, always tentative, always being tested, always under revision.

Measurement

The fifth element in this model is measurement. Without measurement of outcomes, there is no way of determining the amount of behavioral change which has occurred. The cycle begins with a statement of behavioral objectives. Planned intervention is introduced for the purpose of achieving these objectives. Measurement determines the extent to which there has been change in amount of degree of skill, intensity and direction of feeling, as a result of the hypothesized teaching plan. Measurement yields quantified data, which form the basis for determining worth and value of the teaching act, the educational system or subsystem.

Evaluation

The cycle is completed with the element of evaluation. Results from measuring behavioral changes are evaluated in terms of the objectives and constraints. These data are the bases for judgment about the worth and value of the procedures, the effectiveness of the specific strategies, approaches, materials, and media for achieving defined objectives with a certain learner or a group of learners. Evaluation results are fed back to the objectives element, serving directive or redirective functions as goals and objectives are defined anew.

The Functioning Model

Because of the interrelationships among elements in this model, it is impossible to begin in the middle! It is neither feasible nor allowable to begin with a purchase order for equipment or a request for additional personnel.

The model prescribes and, in fact, mandates that the educational system be generated by a philosophical base,and started from a clear definition of goals and objectives.

This model incorporating a four-fold structual base and six related elements is predicated on the assumption that education change is a grand involvement, not piecemeal tinkering. Rewriting a course outline, selecting a textbook, introducing closed circuit TV is only a small cog in a big wheel. For real education change there must be a fundamental modification of the system, a large-scale consideration of what came before, what exists at the moment, what would be desired in the future. Any change must involve the whole range of scope, sequencing, pacing, materials, methods, and media, and must take into account at the outset consideration of needs and characteristics of individuals and the needs and factors in the world of the learner--inside the correctional institution and outside the perimeters of the correctional field.

This decision model for education holds that creating or remodeling of the educational system starts with considerations about philosophy, society, culture and values, and continues with critical definition and review of the impact and conjunction objectives, educational research and resources, individual needs and potentialities, employment demands and opportunities, instructional organization and evaluation. The model incorporates elements of hypothesis making and hypothesis testing, and relies on measurement and evaluation to insure a continuing updating and redirecting of the system.

PHILOSOPHY OF ADULT BASIC EDUCATION IN CORRECTIONS

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People who are involved in the education of inmates in correctional institutions for adults are almost all enthusiastically dedicated to the principle that their programs should be enlarged; that though the program is meeting some of the needs of the inmate population they serve, it is not meeting all of those needs. That there are needs need not be doubted.

In a survey of selected jails in various parts of the nation, (Sessions, 1969), it was determined that 93 per cent of the inmates in jail nationwide, do not have a high school education. That is a staggering figure. It is staggering enough to indicate that the chances of one not having a high school education going to jail are greater than if one has a high school education. It would indicate that there is, indeed, a great need for an educational program in every house of correction, be it jail, reformatory or prison.

Anyone in the education department of a jail, reformatory, or prison, at some time or other hears the question, "Why should we taxpayers foot the bill to educate and train a bunch of crooks?" Under the present circumstances society cannot afford not to do so. With the crime rate escalating at the horrifying rate it is; with the rate of recidivism experienced across the country, we must do something positive to try to reverse the trends. Through education and vocational training, through vocational and psychological counseling and coupled with a universally applied program of work release, we can reverse the trend. Further, Robert E. Finch, (Administration of Continuing Education, 1969), states, "on a strictly dollar basis, continuing education for out-of-school youth and adults is one of the least expensive actions our economy can generate--to say nothing of the added dignity and self-respect of the individuals involved." This is doubly so for the incarcerated.

Public education throughout the nation is awakening to the realization that a continuing education must be made available to the out-of-school youth and adults who did not get the education he needs to compete in society, so that he can go back for that second chance. Indeed, in the State of Washington the law which established the community college system, (House Bill 840, Laws of 1969, State of Washington), established a mandate for the community colleges in Section 2, Clause 2: wherein there was to be created a system of community colleges which would: "Ensure that each community college district shall offer thoroughly comprehensive educational training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education." If this is the trend for regular society, how much more needed it is for the inmate populations of our corrections institutions.

Why do people wind up in jail and prison? Well, psychologists and sociologists have some answers, but keeping close to the home ground and speaking generally, we can say that these charges of ours have not gained the skills and attitudes with which to cope with the outside world. They lack either the education and training required to earn a decent living, or they have not yet identified that area in which they would stand a chance for success in a vocation so they have no training in it. This is one of our jobs; to help the inmate discover the thing for which he is best suited to do. Then help him attain that training, education, or counseling so he will be sufficient unto himself. What we are really speaking about is rehabilitation.

At every hand across the country the word rehabilitation is being used. Calls from editors (Seattle Post Intelligencer, November 3, 1969), for Congress and the people to develop correction systems that will rehabilitate rather than just punish the convicted felon. The report of the Joint Commission on Correctional Manpower and Training, created by Congress in 1965, states there will be no reduction in the present crime rate without drastic reform of our present penal system--federal, state and local.

From the beginning of recorded history, society's response to a criminal act has been the removal of the perpetrator of that act from its midst by one of several means; exile to another place, death by execution, punishment by barbaric dismemberment or scarring of the body, or by confinement for various periods of time. For us in modern times it has been the case of confinement. But, as G.M.F. Bishop states so ably in the title of his book of 1965, They All Come Out.

But how do they come out? What is their ability to cope with society now as compared with when they went into jail or prison? Has the time served been "dead time," or has that time been effectively used to better enable them to cope with society on society's terms? All too often, we must confess, a former inmate is less able to compete in our society than before for a number of reasons. First, he has not progressed and improved with the passage of time, but the society he left is changed. Secondly, if the time he has endured has been largely "dead time," the ability he had to make decisions has been impaired inversely to the time he had to serve, as the whole time he was confined he had very few decisions he could make on his own. He was told what, when, and how to do what he did. Thirdly, if he has had no training or education while confined, he very likely will be more embittered against society than before from reflection of his own thoughts and emotions as well as through the conditioning received from his cohorts, jail house lawyers, and chronic complainers with whom he has been pent up.

The law enforcement agencies are charged with providing the answers to the "who" when a crime has been committed and presenting the evidence to the courts. After the courts have acted upon that evidence, it should be the concern of society and corrections to determine the "why" of the act. Why did the subject do as he did? The "why" of the act becomes paramount if society wishes to make any inroads in the recidivism rate with which it is faced. The "why" is most important if our "Corrections Institutions" are to be instruments of rehabilitation rather than punitive breeders of embittered, frustrated enemies of society. The "why" becomes important if society is to develop taxpayers and contributing members to its ranks from the ranks of the parasite who now inhabit the jails and penal institutions of this nation. The "why" becomes paramount if "justice" becomes a goal of our judicial system rather than a nebulous, ambiguous term to be applied to and for our own selfish or demagogic purposes. The "why" becomes paramount if the goal of our judicial system is to be rehabilitative rather than punitive.

Once a person has been convicted and sentenced to a corrections institution, that institution should be the "hospital" to which he is sent to be cured of a malady. First, there needs to be an examination to determine the individual's "why." When that has been determined, then the 'treatment' should be prescribed to affect a cure. Whatever the "why," there is a prescription. If it is determined that to develop a person able to compete, or cope, if you will, with society, the patient needs psychological counseling and treatment, that is his prescription. If it develops that the individual needs vocational counseling and training, provide that counseling and provide that training. If the source of the "why" is a marital one, then the prescription should be for that type of counseling. If it is determined that one of the subjects "why's" is a need for more education, provide it.

As has been previously enunciated, there is a crying need for an educational program in a house of correction. That program should be as flexible as the needs of the participants. Education has been defined variously as; "the action or process of educating or being educated; the knowledge and development resulting from the educational process," (Webster's Dictionary, 1967). To educate means to impart knowledge and skill in order to bring about a change in the thinking of the ones to be educated. Using these definitions then, we can see that an educational program need address itself to the task of providing knowledge, skills, and attitudes for the participants in that program.

In its simplest terms, knowledge, or a concept, can be defined as a "general notion" or idea about some kind of general principle or activity. In dealing with concepts the teacher's role is sometimes to help students understand the "general notions" (concepts) of others, as well as to help students create their own concepts.

Concepts are useful to students because they are a kind of generalization which can be applied to a variety of situations. It is not enough simply to introduce concepts, but rather it is more important to identify concepts which are to be introduced, then aid the students in applying those concepts in their thinking, planning and acting.

Those skills of which we are to be concerned would not be specific highly limited skill, but those of a more general nature and would leave it to the individual to obtain the highly specific skill at a later date. For most students, the skill of problem solving represents an important example of a general skill. Of course, even when only general skills are the concern, many rather specific skills are picked up along the way. For example, when a student is given an assignment to report upon a specific topic, the skills involved are: collecting necessary data, interpreting the data, arranging it in presentable fashion, assigning priorities to it, and appraising the results.

Attitudes, or values, the third objective in planning any adult program, and especially one in an educational program for a corrections institution, need be taught most effectively, and most subtly. A learner does not operate just in terms of the specific task or lesson before him. Nor does the student operate solely with the skills he develops; he is also strongly directed by some sort of drive or purpose. In an educational

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Attitudes, or values, the third objective in planning any adult program, and especially one in an educational program for a corrections institution, need be taught most effectively, and most subtly. A learner does not operate just in terms of the specific task or lesson before him. Nor does the student operate solely with the skills he develops; he is also strongly directed by some sort of drive or purpose. In an educational course, a student can be helped to discover the satisfactions to be had in some of the important values that can make a difference to him between really trying to meet the problems of life--or just going through the motions of trying.

One value that stands out as very important to students, especially to ours who are super self-oriented, is the value of objectivity toward new ideas. This is not something innate in people. They have to learn the real satisfaction that can be had from looking at things in new ways and discovering that there are two sides or more to a question and to finding new ideas.

Another value, or attitude, important for our students to learn is the development of a strong conviction of the worth of every individual and the feeling of satisfaction in seeing every individual do something, and become more and more the person he has potential for being. That the greatest happiness can accrue to one who gives of himself rather than to take for himself, these people have never learned.

Rehabilitation for the inmate of corrections institutions should be the object of confinement. That rehabilitation should be in the form that would meet the diagnosed problem of the individual. Whether it is in the area of psychology, medicare, psychiatry, sociology, vocational training, or education, it should be provided.

Philosophically then, every man, regardless of his condition in society, has the right and need to be educated to his potential. This responsibility rests squarely on the shoulders of society. Interpretation of this responsiblity includes bringing to bear the necessary talent and resources to promote this task. Every man has positive and plus factors on which to build his future regardless of his age or position in society.

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TEACHING READING TO SOCIALLY AND EDUCATIONALLY DISADVANTAGED ADULTS

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Reading is a process of gaining meaning from print. The meanings derived are as much a function of what the reader brings to the print from his own experience as what the author has encoded. There are, then, several considerations crucial to the complete understanding of the problems involved in teaching reading to socially and educationally disadvantaged adults. The purpose of this paper is to outline these considerations as we presently understand them and to outline briefly the stages of development in acquiring reading skill. It is hoped that this paper will serve as a background against which meaningful discussions can be held during the workshop sessions.

Reading as a Facet of Communication

The most unique trait man has developed which distinguishes him from other species is language. With it he communicates with his fellows. Language develops early in humans; by the time most children reach school age, they have, or should have developed a working command of oral language. As Meredith (1964) states,

> "This may amount to many hundreds of specific articulatory skills, a range of conventional interpretations for each, a flexible command of numerous patterns of syntactic combinations, and a command of intonation and tempo adapted to many recurrent emotional and social situations. Thus, linguistically, children of school age have already mastered thousands of operations and have established in their brains a sizeable working population of mechanisms for the production and interpretation of oral language."

It is upon this base that the skill of reading is established.

Unlike the learning of oral language, which is essentially an integral and natural part of the process of the early growth and development of humans, the learning of reading is highly formalized in our society. So important is the mastery of this skill to the maintenance of our urban-centered technological society that the teaching of reading is, from the beginning, placed in the hands of professionals. The operations involved in reading are not inborn biologically guaranteed functions. They are socially imposed cultural functions, representing a demand by society that all its members shall participate in its communications. We should not underestimate the magnitude of the task which society imposes, nor fail to imagine the repercussions in the individual in shaping his concept of society itself. This is a compulsory social transaction in which the full force of cultural history is canalized in the operations of the teacher. A written or printed word is a coded projection on paper of a familiar articulate and significant sound. The most important cultural achievement of mankind is packed into this coding process.

By mastering the skill of reading, the individual possesses a key which enables him to satisfy society's demand that he understand its communications on a day-to-day basis, but more significantly he possesses the key which can unlock the doors to his whole cultural history. It is this sense of identity with the society and his place in it (which he gains by reading its communications) which enables modern American man to survive and to prevail.

As with any other compulsory social transaction, there are penalties for the individual who cannot or will not comply. One of the most striking aspects of educational research is the frequency with which reading disability is associated with almost every form of social deviancy: hostility and aggressive school behavior, school-dropouts, and delinquency in adolescents; neuroses, psychoses and serious antisocial behavior in adults. The prisons are full of non-readers. The conclusion is not that because these phenomena are found to be closely associated in individuals that the one caused the other. Correlation in this sense does not necessarily imply causation. However, reading may be thought of as a tool for learning, learning as the route to education, education as "operational sociology"; certainly in this progression when the fundamental tool is unavailable, the socialization process cannot be fully completed and this must have consequences in the life of the illiterate.

One of the beliefs of most adult illiterates is that they are somehow not capable of learning, especially reading. They have become convinced, probably because of their unsuccessful past experiences in education, that they do not possess the necessary intellectual equipment which would enable them to master this complex skill. Many have given up hope and are afraid to try for fear of failing again, which would only serve to confirm their previous unsuccessful experiences. These persons develop avoidance behaviors and a wide array of projections and rationalizations in order to protect themselves from the unpleasant truth of their illiteracy.

The tragedy of this is that we know almost anyone can learn to read. The great majority in our society do learn to read. They learn at different ages and by different methods. They show a wide range of intelligence - even imbeciles can now be taught to read. Many normal readers show a wide range of physical abnormalities - even the blind and deaf are routinely taught to read. There seems to be no single defect which by itself can be an insuperable obstacle to reading.

You cannot know what it is like not to be able to read. Because you are reading this, the fact excludes you from truly knowing. It is a curious characteristic of the mind that one cannot recreate the state of mind which existed before something became known. Therefore you can only imagine the frustration, embarrassment, degradation and constant sense of personal inadequacy which must be a part of the identity of a man in America who cannot read.

Necessary Conditions for Learning

There are several fundamental concepts in learning which must be applied in any environment where socially and educationally disadvantaged adults are to be given meaningful educational opportunities. First, individuals need to become convinced that it is desirable to change from their present educational status to a better one. To the literate person this seems completely obvious; but, it is too often assumed that everyone naturally wants to be literate. The fact is that human beings rarely change their attitudes or behaviors unless they feel a compelling personal need to do so. Therefore, the undereducated adult must be moved from a state of static self-acceptance to a state of anticipation concerning the adoption of a new set of attitudes about the learning process. Second, failure must be eradicated from the learning environment. Failure or threat of failure will only result in avoidance behavior which inhibits learning. No living organism will continue to emit goal oriented behavior in the face of continuous and unremitting failure. Rather, each appropriate response emitted, insofar as it is possible to do so, should be promptly reinforced, and each inappropriate response should be ignored. In this way the individual, from the time he begins, experiences nothing but success and thereby amasses evidence of his own competence in learning. This valid success experience is the only evidence most individuals will accept about themselves which will produce changed attitudes. And, since the evidence is based on personal behavior, the individual is more likely to further modify his behavior patterns in the indicated direction. Third, it is necessary to individualize the learning program for each person. There are several reasons for doing this. The traditional classroom format is one with which the learner associates all of his former frustrations and failures; therefore it is probably threatening to him. The range of educational levels is wider among groups of socially and educationally disadvantaged adults than in normally constituted groups. There is no way to group adults homogeneously in most situations. Teachers, therefore, cannot employ group teaching practices with any precision, particularly in subjects which require reading as a basic tool for learning. An educational approach which encompasses these three basic concepts is the Learning Center approach as described by Mocker and Sherk (1969).

As was stated, the learning concepts outlined above are considered fundamental and minimal conditions for the learning environment. Much more could be added to these basic concepts. Elaboration of these ideas is contained in an article by Price and Horne (1969).

Stages in the Acquisition of Reading Skill

No one ever learned to play tennis by merely observing the game. One must first learn the fundamentals, practice the fundamentals, apply the fundamentals, while participating in the game, and then formulate a style of play based on mastery of the fundamentals which results in occasional victory. The real joy of the sport is in participation.

Reading, thought of as a skill, is no different. The real value of reading to the individual is in being able to read anything he wants to read for his own private purposes; this is participation in terms of meaningful reading.

There are three stages of development in the process of acquiring any skill including reading. They are: 1) Introduction, 2) Application, 3) Mastery. Any program devised for the purpose of enabling socially and educationally disadvantaged adults to learn to read should encompass these stages. This means the administrator should make available the necessary instruction and material at each stage so the natural progress of the learner is not interrupted or terminated prematurely.

The Introduction stage in learning to read has at least three major characteristics. During this stage decoding the symbols becomes the learner's primary preoccupation. As he deals with the simplest and most common word and letter combinations in the language, the second characteristic of this stage should become clear to him. It is his realization that reading really is a process of turning printed words back into "talk." In other words, the neophyte reader suddenly begins to connect the visual signs of language symbols with the oral signs he already knows. It may not seem significant to the layman, but seeing this transpire is one of the true rewards to be derived in teaching reading. At the same time the learner begins to realize that, because of his large experience background, he brings much to the page which is useful in helping to interpret and analyze what the author has written. This is akin to reflective thinking and has its origin in the very early phases of learning to read. The Introduction stage in reading is accomplished when the reader masters the recognition-at-sight of between 500-1000 common words. It may take between 125 and 300 hours of actual learning time, and his attempts at oral and silent reading are usually hesitant and dysfluent, much the same as would be the novice tennis player's first awkward attempts at playing the game. Similarly, there is the factor of "talent" which, in the beginning may account for the relative ease or difficulty which some individuals experience and which lengthens or shortens the time necessary to accomplish the Introductory Stage of reading. At the end of this stage the novice's average reading performance would approximate that of pupils in the third to fourth grades. A major difference, however, is the maturity and sensitivity of the adult learner. This is a crucial difference and should not be overlooked. Many have mistakenly thought that the methods and materials appropriate for teaching third and fourth grade pupils would be appropriate for teaching adults whose reading skills were developed to that same level. Adults will not tolerate being taught as if they were children, nor will they accept the same instructional materials. The topical content of that which is used must be of a higher interest level and must in some way fit into their current frame of reference. Furthermore, the material must be sequentially arranged from easy to more difficult, and plans must be included for the systematic introduction and practice of specific skills of successively increasing complexity both in word analysis and comprehension.

The Application stage in the acquisition of reading skill is largely characterized by independent practice. This is the time when "learning to read" becomes transformed to "reading to learn." The basic skills of word recognition are applied to increasingly more difficult words of many syllables and to words whose meanings are shaded by their contextual settings. Comprehension of simple sentences is extended to longer and more involved sentences. Technical vocabularies which are particular to the various content areas are learned. The organizational patterns and styles of expression which are peculiar to the different content subjects are also learned. Whereas in the Introductory stage the majority of the time is spent in absorbing instruction and the minority of the time is spent in practice, the Application stage is that period when the learners' efforts are mainly devoted to refinement and extension of the basic skills through actually practicing the reading act. Emphasis in this phase is placed upon skills of interpretation and critical analysis of content, upon efficient use of reference sources such as the dictionary, and upon the effective utilization of information gained through reading. In this stage, a certain degree of control over the reading process has been attained which can be observed in oral reading performance and in silent reading by the increased rate of reading with no loss of comprehension; in short, a reflection of the power the reader has gained over language in the medium of print. The length of time the individual spends in the Application stage is indeterminate. Many, in fact, never get beyond this stage. In grade level equivalence, it may be thought of as that stage beyond fourth grade level through the senior high school level of reading skill.

The Mastery stage of reading is similar to that of the mastery stage of any other skill. Performance at this stage is judged by fluency and grace. The fundamentals operate automatically. In tennis, for example, the mastery stage is where the player *uses* the basic skills for a different purpose - to defeat his opponent. In reading, the mastery stage is where the individual *uses* reading as a means of solving problems, for pleasure, to attain his vocational goals, to fulfill his citizenship responsibilities, etc. At this stage reading is a means through which one may enrich his life in some way. Just as the master of any physical skill has a variety of techniques in his repertoire for the application of his skill, so the master of reading skill has a variety of techniques which he is able to employ efficiently and confidently to attain his purpose through reading.

Conclusion

There is no more important educational problem facing us today than the problem of inadequate reading skill among substantial numbers in the population. In order to be a citizen in full standing, one must be literate. While learning to read does not require mental or physical powers beyond any but a very few in society, the sociological and environmental pre-conditions necessary to enhance the learning of this skill are not well understood. It is important and timely that these opportunities be offered now - that all may learn to read.

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SYSTEMS TECHNIQUES APPLIED TO ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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The Supersystem

An examination of the education and training *supersystem* in the United States reveals that it consists of eight systems (Silvern, 1968). These are shown in Figure 1 as functional blocks with signal paths depicting interrelationships. Each functional block has a descriptor consisting of

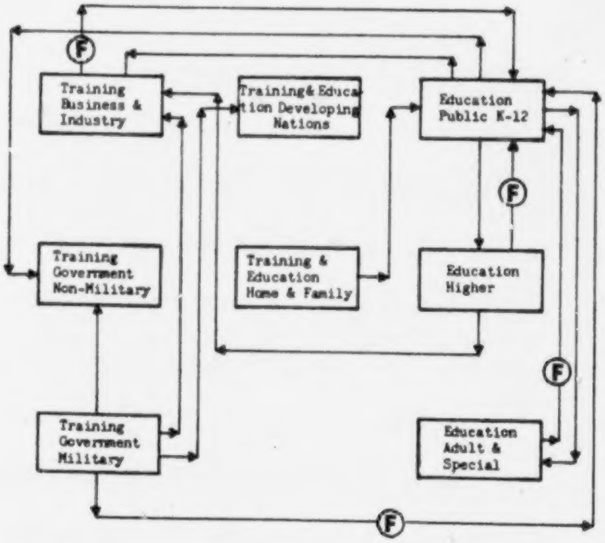
Training Business & Industry
Training& Education Developing Nations
Education Public K-12
Training Government Non-Military
Training & Education Home & Family
Education Higher
Training Government Military
Education Adult & Special
F
F
F
F

Figure 1 Flowchart model of the *supersystem* consisting of eight systems

two to five words containing alpha characters in natural language that collectively express the function or real-life usefulness of the information precisely and unambiguously. Thus, Figure I is a LOGOS representation since it follows the standards established for flowchart modeling in LOGOS language (Silvern, 1969a). The Ⓕ symbol identifies *feedback* signals.

The functions within the rectangles should be understood without difficulty. It is evident that adult basic education, per se, would be within the EDUCATION - ADULT & SPECIAL system. However, that system is extremely complex and consists of many subsystems --- only *one* of which is the analog of the correctional institutions education and training subsystem. Since Figure I depicts the supersystem only to the system or first level of detail, complexity which is a function of set size and number of signal paths is not immediately apparent.

Systems of the Supersystem

For many years, models of each subsystem were individually conceptualized with very little interest in *combining* two or more into a greater whole. To illustrate, the TRAINING - BUSINESS & INDUSTRY system first appeared in 1964 (Silvern, 1964_a). In a different context, EDUCATION, PUBLIC K-12 was created and appeared later the same year (Silvern, 1964b). This was expanded into a 23-subsystem model the following year (Silvern, 1965a). Again in an unrelated effort, a subset of the TRAINING - GOVERNMENT MILITARY was created for Air Training Command, U. S. Air Force. It depicted the system model at the fourth level of detail (Silvern, 1965a). A relatively crude flowchart model illustrating the professional education of dentists and physicians was published in 1963 (Silvern, 1963). TRAINING & EDUCATION - HOME & FAMILY was not overlooked

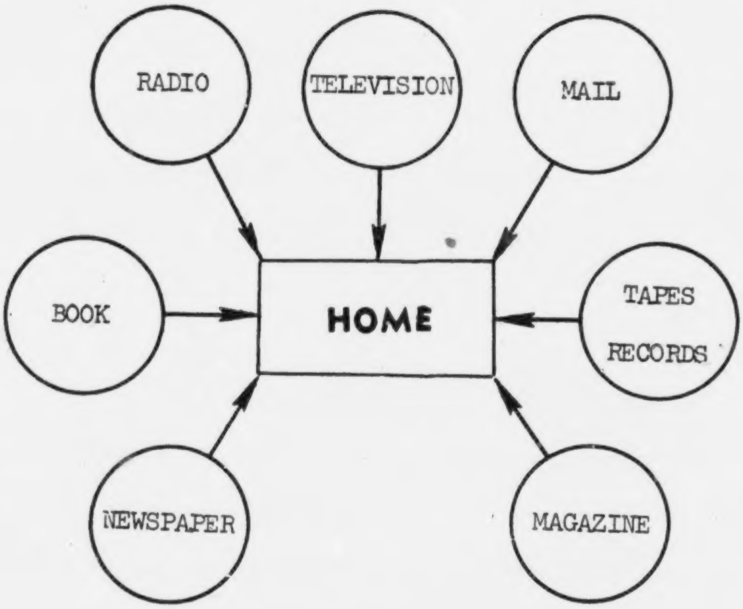
RADIO
TELEVISION
MAIL
BOOK
HOME
TAPES
RECORDS
NEWSPAPER
MAGAZINE

Figure 2. Inputs to the HOME environment
(a) Information inputs which are *most* obvious

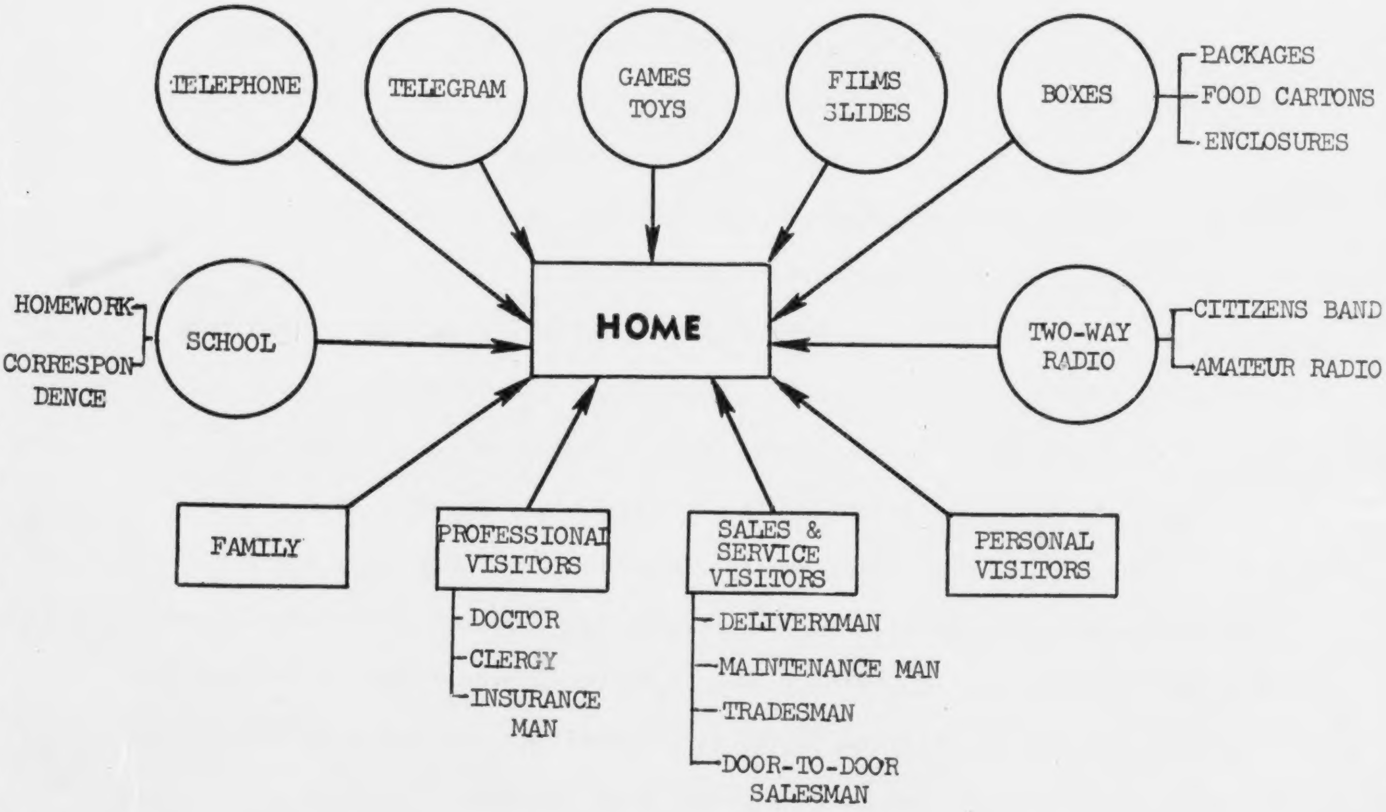
TELEPHONE
TELEGRAM
GAMES
TOYS
FILMS
SLIDES
BOXES
PACKAGES
FOOD CARTONS
ENCLOSURES
HOMEWORK
CORRESPONDENCE
SCHOOL
HOME
TWO-WAY RADIO
CITIZENS BAND
AMATEUR RADIO
FAMILY
PROFESSIONAL VISITORS
DOCTOR
CLERGY
INSURANCE MAN
SALES & SERVICE VISITORS
DELIVERYMAN
MAINTENANCE MAN
TRADESMAN
DOOR-TO-DOOR SALESMAN
PERSONAL VISITORS

Figure 2. Inputs to the HOME environment
(b) Information inputs which are *least* obvious

although the interactive aspect of its elements was only partially developed (Silvern, 1962). The publication in which the HOME models appeared is no longer available and they are reproduced with permission of Hughes Aircraft Company in Figure 2.

Anasynthesis of the Continuing Education System

Recently, an opportunity was afforded to synthesize a model involving the continuing education function. On 13 August 1969, a model which *combined* two system models was presented in the "Continuing Education -- A Total Systems Approach for School and Industry" session of the American Management Association's Fifth Annual Education and Training Conference (Silvern, 1969b). This was the *first* step in synthesizing a *detailed analog* of the supersystem in Figure 1. The Supersystem had grown from 8 to 20 systems. Some of these were identified in a U. S. Office of Education research study (Silvern, 1967a) while others were created in a paper presented to the Society of Automotive Engineers dealing with computer-assisted instruction (Silvern 1967b).

The OPERATE BUSINESS & INDUSTRY TRAINING SYSTEM (1.0) was combined with the OPERATE K-12 INSTRUCTIONAL SYSTEM (9.0) and these were then related to PERFORM ON JOB (3.0) and PROVIDE CONTINUING EDUCATION ACTIVITIES (7.0). *Continuing education* is generally encountered in business and industrial organizations; employees in the adult workforce study and move up a career ladder. The term is most often applied to professional employees and the studies are administered in a university setting. However, *Continuing education now* is being used more broadly and seems to include education for semi-professional (subprofessional) employees at universities, colleges, junior colleges and even adult programs conducted at local high schools.

Anasynthesis is defined as the application of analysis, synthesis, modeling and simulation to the development of a system (Silvern, 1965a). Low-fidelity simulation, as a step in anasynthesis, was performed on the newly synthesized model and it was modified.

Anasynthesis of the Corrections Adult Basic Education System

This ABECIP provided an additional opportunity for identifying, relating and continuing OPERATE CORRECTIONAL INSTITUTION EDUCATION SUBSYSTEM (21.1) with OPERATE OTHER EDUCATION SYSTEMS (21.2) in PROVIDE ADULT & SPECIAL EDUCATION (21.0). Then, further synthesis occurred with the twenty other systems resulting in the model presented in Figure 3, Anasynthesis of the Corrections Adult Basic Education System. *Figure 3 is a separate chart which should be folded open and followed as the narrative unfolds.*

The OPERATE BUSINESS & INDUSTRY TRAINING SYSTEM (1.0)

The LEARNER (1.1) is the most important element in this system. The LESSON PLANNER (1.3) performs the DEVELOP COURSES (1.2) function so the LEARNER (1.1) may acquire new behaviors which he immediately transfers to PERFORM ON JOB (3.0). To assure maximum transfer, PERFORM JOB ANALYSIS (1.4) occurs with the major input from (3.0). JOB ANALYSIS (1.4) cannot be performed unless BASIC ANALYSIS (1.7) is thoroughly understood and applied. The LESSON PLANNER (1.3) may make vernier adjustments in (1.2) as symbolized by the machine screw. Reaching the operational limits by any adjusting will set off alarm signals which *feedback* from (1.2) to (1.4). This signifies a need to reexamine the JOB ANALYSIS (1.4). *Feedback* energy from (3.0) real-life to (1.2) represents a major signal for completing a closed-loop and thereby maintaining equilibrium.

Not all jobs exist. The INVENT AND INNOVATE (8.0) function irregularly generates *new*, non-existing jobs and then it is essential to PERFORM JOB SYNTHESIS (1.5). The accomplishment of (1.5) depends upon the PERFORM BASIC SYNTHESIS (1.6) function. Once (1.5) is implemented, it inputs to (1.4) and interaction occurs between the two subsystems until a suitable product is developed which outputs (1.4) to (1.2) mediated by (1.3). Courses (1.2) may be conducted through HUMAN-INSTRUCTION (1.12), MACHINE-INSTRUCTION (1.11) and/or CAI [Computer-Assisted Instruction] (1.16). FORMULATE LEARNING PSYCHOLOGY (1.13) influences (1.3), (1.12) and (1.11). It also dominates DEVELOP CAI COURSES (1.14) through path (1.13)→(1.3)→(1.2)→(1.14) and thence to PRODUCE COMPUTER PROGRAM (1.16) returning to (1.2). To perform (1.16) it is essential first to PRODUCE CAI PROCESSOR (1.17). This function is controlled insofar as the initial CAI language specifications by inputs from (1.3). The (1.14) function relies on processor specifications established and implemented in (1.17), as prescribed by the signal path. The *feedback* path (1.16)→ (1.14) controls the output of (1.14). (1.13) influences APPLY HUMAN PERFORMANCE ENGINEERING (1.15) and this function, in turn, inputs to OPERATE LOGISTICS FUNCTION (1.10) and to PROVIDE FACILITIES (1.9). (1.10) supports (1.2) and (1.9) and obtains direction to some degree from (1.11).

LEARNERS (1.1) are selected based upon ESTABLISH SELECTION METHOD (1.8) in which the LESSON PLANNER (1.3) participates. Attitudinal, anecdotal data from (1.1) is *fed back* to (1.3), but the most reliable evidence of course success/failure is derived from tryouts. These are conducted in (1.2) generating *feedback* for (1.3) and causing new inputs to (1.2) and/or new inputs from (1.4) to (1.3).

This is a cybernetic, closed-loop system which interacts with its real-life environment (3.0) and is operated essentially in a "stand-alone" mode.

The OPERATE K-12 INSTRUCTIONAL SYSTEM (9.0)

Tradition throughout the civilized world dictates that young people engage in formalized learning before they enter (2.0), (3.0), or (4.0). This activity is characterized by (9.0) and the individuals in it are classed as STUDENTS (9.1). (9.0) should be examined with caution since *structural similarities with (1.0) are superficial.* Signal paths (9.1)→(2.0), (9.1)→(3.0), and (9.1)→(4.0) describe the transfer to real-life of what is acquired from (9.2) by (9.1). There is interaction between (9.1)⇄(9.2). STUDENT (9.1) may be a high school graduate or dropout. The LEARNER (1.1) is *trained* for a specific activity and there is only *one* output exiting (1.1) and (1.0) to (3.0). However, the STUDENT (9.1) is *educated* for a variety of less specifiable activities and there are *five* outputs exiting (9.1) and (9.0) to (2.0), (3.0), (4.0), (5.0) and (7.0). Thus, training and education are defined and differentiated in LOGOS language. This model is a graphic configuration but has quantitative implications.

The INVENT AND INNOVATE (8.0) function outputs to (2.0), (3.0), (4.0) and (5.0) thereby expanding the body of knowledge possessed by man. It also outputs to (9.5) although the "forty year lag" between real-life and the schools is partly attributable to *high entropy* in signal path (8.0)→(9.5). Success in (9.5) is contingent upon competence in (9.6). However, most inputs to (9.3) are from (9.4) without signals (9.5)→(9.4)→(9.3). (9.4) requires proper performance in (9.7). If (9.5) precedes (9.4) there is interaction between them. In an ideal situation, (9.4) receives *feedback* signals from real-life which are mediated by (9.16) --- the PROVIDE GUIDANCE FUNCTION. In the (1.0) training system, there is no specific guidance function, per se --- any guidance would be integrated into (3.0) as a supervisory or managerial responsibility. However, the (9.0) education system does have (9.16) which is identified, related and combined with (9.1) and (9.4). In both instances, the output of (9.16) is *feedback*. The inputs to (9.16) constitute *feedback* from the real-life systems (2.0), (3.0), (4.0), (5.0), and (7.0). The design of (9.16)→(9.4) into this system is a significant advance for the guidance movement because it recasts the traditional role of the function which is the (9.16)→(9.1) relationship.

As (9.16) inputs (9.4) it modifies the output to (9.3) which controls (9.14). The instructor (9.12) also has some control over (9.14) but, in most situations, (9.14) controls him. At least there is interaction (9.12)⇄(9.14). (9.12) inputs to (9.2) and (9.14) inputs to (9.2). (9.4) requires logistical support (9.10) and this is provided (9.14)←(9.10) as well as to facilities provisioning (9.10)→(9.9).

FACILITIES (9.9) supports (9.2) and (9.10). The design phase of (9.9) requires inputs from (9.15). (9.15) is based to a considerable degree upon LEARNING PSYCHOLOGY (9.13) since the most important subsystem is the STUDENT (9.1). HUMAN PERFORMANCE ENGINEERING (9.15) is also applied to OPERATE LOGISTICAL SUPPORT FUNCTION (9.10) and DEVELOP INSTRUCTIONAL MATERIALS (9.14). (9.13) is the basis for PROVIDE HUMAN-INSTRUCTION (9.12) and DEVELOP INSTRUCTIONAL MATERIALS (9.14).

A critical function is to DEVELOP CURRICULUMS (9.3). This is influenced by (9.4) which tends to introduce *content* from the pragmatic sector, and by (9.18) introducing *method* from laboratories. Of course, (9.18) occurs mainly in very large school districts. The products in (9.3) are applied in (9.2) and changes or recommendations are *feedback* signals to (9.3) thereby controlling (9.3) output to (9.2) and also (9.14). (9.3) is also influenced by information transmitted from OPERATE EDUCATIONAL LABORATORY (13.0). (13.0) is outside (9.0) and is in a university setting, or functions as an independent, non-profit corporation. Such laboratories are supported financially by the U. S. Office of Education, as described by PROVIDE FEDERAL DIRECTION (12.0) and obtain much of their data from locally conducted research (9.18). Federal aid for various research *within* a school district, including curriculum development (9.3), follows path (12.0)→(9.18)→(9.3) and/or (12.0) (13.0)→(9.3).

ADMINISTER LOCAL CONTROL (9.17) is the keystone in American education. While "local" has many definitions, it means here that administrative management is at the *school district level* --- not in the high school or elementary school principal's office. (9.17) administers (9.2). (9.17) is itself administered from outside (9.0) by a school Board (11.0) or equivalent which functions as the political buffer between local government representatives (11.0) and the people (10.0). The people normally communicate with (9.17) through path (10.0)→(11.0)→(9.17). When this path is too slow, breaks down because of high entropy, or doesn't exist, the alternate path is (10.0)→(9.17). The latter is a high-speed *feedback* path entering (9.17) through a screwdriver adjustment.

The STUDENT (9.1) also plays the dual role of FAMILY MEMBER (10.0) where inside of (10.0) he influences parents, siblings, relatives, etc. Because of age, the influence of family (10.0) upon student (9.1) follows path (10.0)→(9.1). However, older students can now REACT TO K-12 CURRICULUM/METHOD (9.8) and this is a *feedback* path (9.1)→(9.8)→(9.17). School administrators regularly feel the feedback effect of this *double whammy*, depicted by two screwdriver adjustments. This is the result of customer dissatisfaction with the product and service furnished by the entreprenurial organization.

School district management is also influenced by PROVIDE FEDERAL DIRECTION (12.0) as well as by county and state directives from (11.0). Educational laboratories (13.0) often input to (11.0) which transmits to federal agencies (11.0)→(12.0). To a lesser degree, the family (10.0) communicates its views to the federal level (10.0)→(12.0) through the Senate and/or House of Representatives.

Before leaving (9.0), it is noted that CONDUCT COMPREHENSIVE VOCATIONAL TECHNICAL PROGRAM (9.11) has not been described. It is actually an *extrusion* of (9.2) and incorporates elements from (9.3), (9.4), (9.7), (9.5), and (9.6). When it is embodied in (9.2), it is highly entropic; therefore it is depicted as a separate function (9.11) which is *coordinated* with academic subject-matter instructed in (9.2).

There are two major inputs to (9.11). Both of these have been extensively described elsewhere (Silvern, 1967a). For the purpose of this discussion, they are viewed as *lumped wholes* in which (1) real-life objects are brought into a school shop (14.0)→(9.11) so students (9.1) can repair them and be remunerated and (2) various private and public committees, societies and associations, vendors and the state department of education, *feedback* or otherwise input to (9.11).

PROVIDE CONTINUING EDUCATION ACTIVITIES (7.0) receives *feedback* from (18.0). (7.0) is staffed by regular, extension or adjunct faculty who bring their subject-matter experience from (3.0), shown as *feedback* (3.0)→(7.0). As the result, *feedback* (7.0)→(9.12) enters (9.2) as instructors upgrade themselves in outside continuing education activities (7.0).

The entry rules for PERFORM MILITARY SERVICE (2.0) are currently changing in the relationship (9.1)→(2.0) as the result of new draft regulations concerning selection, lottery, etc. Also, some internal rules of military behavior (2.0) are being influenced by ANALYZE WORLD ECONOMY (6.0).

This brings us to a stopping point with regard to the synthesis of (1.0) and (9.0) and the important but lesser detailed (2.0), (3.0), (4.0), (5.0), (6.0), (7.0), (8.0), (10.0), (11.0), (12.0), (13.0), (14.0), (15.0), (16.0), (17.0), (18.0), (19.0), and (20.0).

The avid systems devotee who is more than curious about the internal structure and logic of the lesser detailed systems may review the models in the sources indicated (Silvern unless otherwise cited).

Model of Subsystem	Source	Area	Fig	Number of Subsystems	Level of Detail	Code
(2.0)	1965a	Air Force Training	59	256	4	(0.0)
	Sedlik 1969	Instructional Motion Picture	7	48	2	(0.0)
(3.0)	1967a	Business, Industry and Government	5	30	4	(1.0)
(4.0)	Jamison 1969	Thesis Writing	1	22	2	(0.0)
	Jamison 1969	Cooperative Internship	3	22	2	(0.0)
	Stanley 1969	CAI Facility	1	32	3	(0.0)
	1965a	Dentist and Physician	51	66	4	(0.0)
	1965b	Higher Education	5	3	2	(5.4)
(5.0)	1965b	Leisure-Time	5	3	2	(5.1)
(7.0)	Rouch 1969	Ministry	1	22	3	(1.0),(4.0)
	1967a	Continuing Education Vocational-Technical Teachers	5	4	3	(11.0)

Model of Subsystem	Source	Area	Fig	Number of Subsystems	Level of Detail	Code
(10.0)	1967a	Self as Citizen	5	2	2	(13.0)
(11.0)	1967a	Obtain and Disburse $	5	4	3	(11.0)
(14.0)	1967a	Generate Outside Sources	5	3	2	(15.0)
(15.0)	1967a	Employee and Trade Associations	5	3	2	(10.0)
(16.0)	1967a	Association Surveillance	5	3	2	(8.0)
(17.0)	1967a	Advisory Committee	5	6	2	(9.0)
(18.0)	1969c	Government Publish Occupational Data	9	13	4	(5.8)
	1967a	Produce Resource Materials & Services	5	12	3	(5.0)
(19.0)	1967a	State Dept of Education	5	10	3	(7.0
(20.0)	1967a	Professional Society Activity	5	4	2	(6.0)
(21.0)	Gordon 1969	Civil Defense Training	1	8	1	(0.0)
	Gordon 1969	Develop Training Programs	2	16	3	(6.0)
	Gordon 1969	Operate Training Programs	3	38	4	(7.0)

These references deal only with the major systems other than (1.0) and (9.0). There is an interesting model of PROVIDE GUIDANCE FUNCTION (9.16) which is highly recommended (Ryan, 1969).

The PROVIDE ADULT & SPECIAL EDUCATION System (21.0)

(21.0) may be conceptualized, for purposes of this discussion, as OPERATE CORRECTIONAL INSTITUTION EDUCATION SUBSYSTEM (21.1) and OPERATE OTHER EDUCATION SYSTEMS (21.2).

(21.0) has some of (9.0) characteristics --- but not all. For this reason, much of the detail which is the same can simply be referenced to (9.0). The most important element is the STUDENT (21.1.1) who may enter (9.1) to continue

K-12 education after release from the correctional institution. Alternately, (21.1.1) may input to (3.0). PERFORM JOB ANALYSIS (1.4) and PERFORM HUMAN ACTIVITY ANALYSES (9.4) are concerved as PERFORM JOB ANALYSIS-HUMAN ACTIVITY ANALYSIS (21.1.4). (21.1.4) has inputs from (9.4) and (1.4) constituting *feedback* from the real-life environment to which most (21.1.1) will ultimately return. Additional *feedback* inputs from (15.0), (18.0), (19.0), and (20.0) enter (21.1.4).

Perform BASIC ANALYSIS (21.1.7) is prerequisite to (21.1.4) which has been dubbed JA-HAA (pronounced yah-ha). The output of (21.1.4) enters (21.1.3) where curriculums are developed and then conducted as education and training programs (21.1.2). There is interaction (21.1.2)⇄(21.1.1). The results are *feedback* (21.1.2)→(21.1.3) and control subsequent output from (21.1.3).

INSTRUCTION (21.1.12) is provided to (21.1.2). The instructors upgrade themselves in (7.0) and this takes the form of *feedback* (7.0)→(21.1.12) from outside the subsystem. (21.1.12) decides on instructional materials (21.1.14) and utilizes these materials (21.1.14)→(21.1.12). Materials (21.1.14) and instructor's decisions are based on ANALYZE LEARNING PSYCHOLOGY (21.1.13). However, (21.1.13) is extensively influenced by ANALYZE CORRECTIONS SOCIOLOGY (21.1.5) since institutional conditions of the group affect intrapersonal dynamics. LEARNING PSYCHOLOGY (21.1.13) will influence (21.1.15) and this will be transmitted to DEVELOP INSTRUCTIONAL MATERIALS (21.1.14), OPERATE LOGISTICAL SUPPORT (21.1.10), and PROVIDE FACILITIES (21.1.9).

There is interaction (21.1.9)⇄(21.1.10) as facilities design calls for logistics support planning. The operating facility is continually supported

(21.1.9)   (21.1.2). Similarly, the design phase in developing instructional materials prescribes logical support (21.1.14)→(21.1.10), (21.1.3)→(21.1.14), and this support is furnished (21.1.10)→(21.1.14) during development and production phases. The instructional materials (21.1.14) combine with the instructor (21.1.12) in (21.1.2) where they fuse and interact with the STUDENT (21.1.1).

An essential element is PROVIDE GUIDANCE FUNCTION (21.1.16) which serves two purposes: (1) furnish guidance as feedback to STUDENT (21.1.1) and (2) furnish data to PERFORM JA-HAA (21.1.4) as *feedback* from *outside* the subsystem (21.1). The sources of this *feedback* data are (2.0), (3.0), (4.0) and (5.0).

ADMINISTER LOCAL CONTROL (21.1.17) describes the management of the correctional institution. It closely resembles management in a business or industrial enterprise and is not involved with the network consisting of (10.0), (11.0), (12.0), (13.0), etc. There is government control in PROVIDE GOVERNMENT DIRECTION (22.0) shown as (22.0)→(21.1.17) and (22.0) is jurisdictionally related to PERFORM POLITICAL FUNCTION (11.0). The generic term "government" is employed in (22.0) since a correctional institution may be a city, county, state or federal entity.

Administrators in correctional institutions have a *feedback* signal path from the STUDENT (21.1.1) which permits or may even encourage REACT TO CONTENT/METHOD (21.1.8). More than a safety valve, it induces *equilibrium* in a subsystem which can be extremely volatile.

This completes the synthesis of (21.1) into a larger whole consisting of 22 systems. Synthesis resulted from a prior analysis and modeling followed synthesis. The configuration in Figure 3 is a model. However, the task does not end with this model. Before it can be used for simulation involving problem-solving, it must first be debugged. Is this model a *high-fidelity* analog of education and training in real-life? Consider these possibilities (1) does it represent the subsystem as it really is? (2) does it represent the subsystem as it should be? (3) does it encompass the subsystem as it is *and* as it should be?

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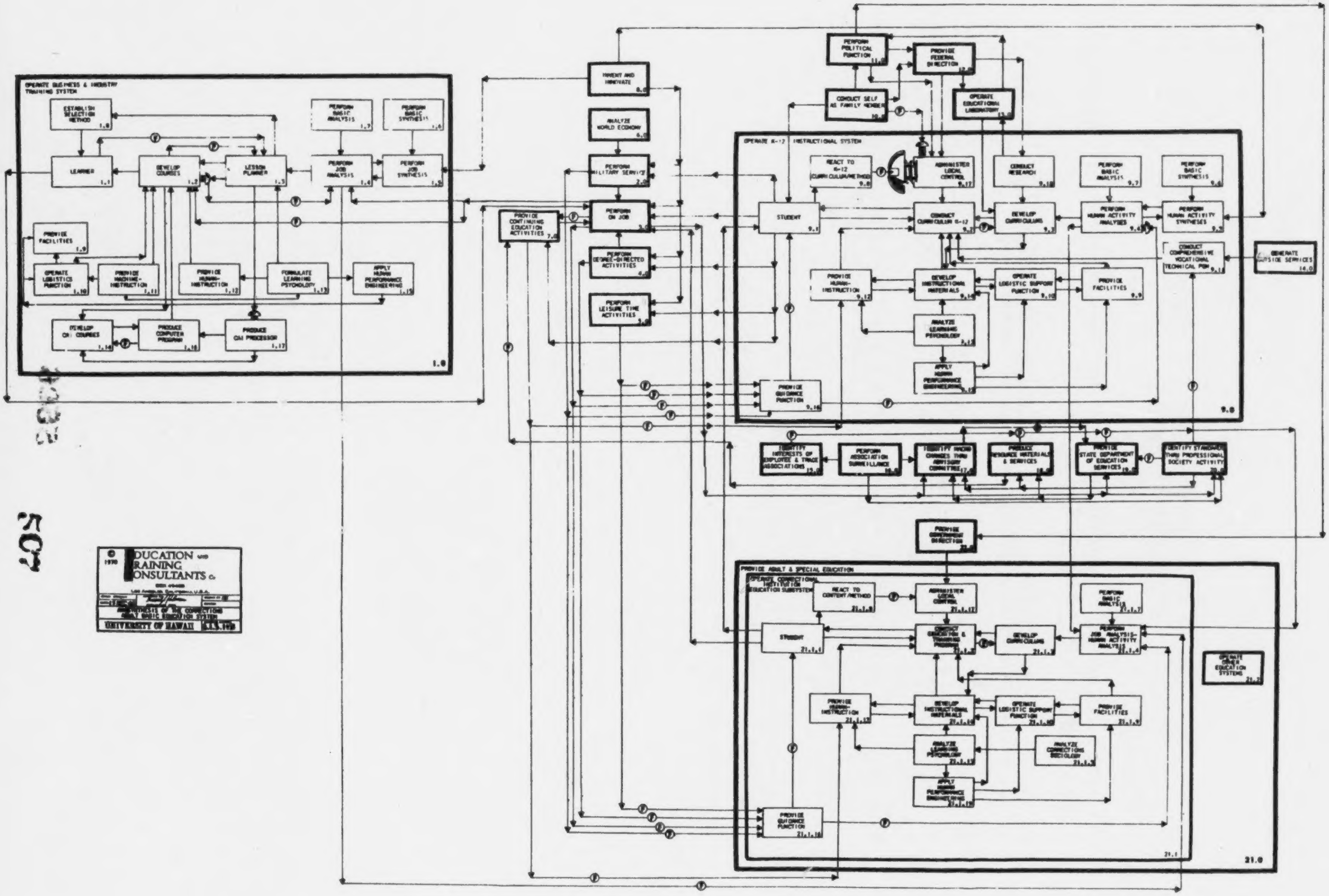
OPERATE BUSINESS & INDUSTRY TRAINING SYSTEM
ESTABLISH SELECTION METHOD 1.8
LEARNER 1.1
DEVELOP COURSES 1.2
LESSON PLANNER 1.3
PERFORM JOB ANALYSIS 1.4
PERFORM JOB SYNTHESIS 1.5
PERFORM BASIC ANALYSIS 1.7
PERFORM BASIC SYNTHESIS 1.6
PROVIDE FACILITIES 1.9
OPERATE LOGISTICS FUNCTION 1.10
PROVIDE MACHINE-INSTRUCTION 1.11
PROVIDE HUMAN-INSTRUCTION 1.12
FORMULATE LEARNING PSYCHOLOGY 1.13
APPLY HUMAN PERFORMANCE ENGINEERING 1.15
DEVELOP CAI COURSES 1.14
PRODUCE COMPUTER PROGRAM 1.16
PRODUCE CAI PROCESSOR 1.17
1.0
INVENT AND INNOVATE 8.0
ANALYZE WORLD ECONOMY 6.0
PERFORM MILITARY SERVICE 2.0
PERFORM ON JOB 3.0
PERFORM DEGREE-DIRECTED ACTIVITIES 4.0
PERFORM LEISURE TIME ACTIVITIES 5.0
PROVIDE CONTINUING EDUCATION ACTIVITIES 7.0
PERFORM POLITICAL FUNCTION 11.0
PROVIDE FEDERAL DIRECTION 12.0
CONDUCT SELF AS FAMILY MEMBER 10.0
OPERATE EDUCATIONAL LABORATORY 13.0
OPERATE K-12 INSTRUCTIONAL SYSTEM
REACT TO K-12 (CURRICULUM/METHOD) 9.8
ADMINISTER LOCAL CONTROL 9.17
CONDUCT RESEARCH 9.18
PERFORM BASIC ANALYSIS 9.7
PERFORM BASIC SYNTHESIS 9.6
STUDENT 9.1
CONDUCT CURRICULUM K-12 9.2
DEVELOP CURRICULUMS 9.3
PERFORM HUMAN ACTIVITY ANALYSES 9.4
PERFORM HUMAN ACTIVITY SYNTHESES 9.5
CONDUCT COMPREHENSIVE VOCATIONAL TECHNICAL PGM 9.11
GENERATE OUTSIDE SERVICES 14.0
PROVIDE HUMAN-INSTRUCTION 9.12
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EDUCATION AND TRAINING CONSULTANTS Co.
SYNTHESIS OF THE CORRECTIONS ADULT BASIC EDUCATION SYSTEM
UNIVERSITY OF HAWAII

A PHILOSOPHY OF ADULT BASIC EDUCATION

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Introduction

Today, educational philosophies at all levels are being debated. Many programs are putting their best foot forward in an effort to obtain both recognition and financial support. Adult Basic Education is one such program. Yet it too is guilty of not having a clearly stated philosophy which would serve as the uniting ingredient to bring together the multiplicity of programs with basic education components, to mount a full assault on the problem of illiteracy.

Most behavior can be understood in terms of needs and drives, viz., new experiences, security, love, self-maximation, and peer acceptance. In today's society, goals are more important than means. The unforgivable sin is failure. The individual will react to goals and means in a number of different ways. He may (a) conform by accepting all that is said or done; (b) innovate by rejecting the means and retaining the goals; (c) retreat by rejecting both goals and means; retreat by rejecting both goals and means; retreat by accepting the means and rejecting the goals. This latter reaction allows the individual to follow a prescribed format, holding on to whatever successes he has experienced. He is more concerned with familiar surroundings than in extending his knowledge or accomplishments; (d) he may be rebellious and, in effect, partially reject both goals and means. More correctly, it is a rejection of a structure of the goals and means system and results in an organized effort to effect a change in the system. However, there is much evidence to show that adults can and do learn.

The Undereducated Adult

The undereducated adult would have one or more of the following characteristics: (a) he is an individualist. He is not one group or one type. There are marked differences in age, environment, outlook, background and financial status. Readiness and potential for learning will differ with each individual; (b) he can be an able and skilled individual. He can be a skill tradesman, a successful employee in a wide variety of occupations, a large landowner. He can be free of economic pressure; (c) he may have experienced an arrested opportunity for educational growth and development and may be one of those many individuals whose potential has hardly been tapped. He may have been preoccupied with more immediate needs such as food, clothing and shelter; (d) he may appear to be indifferent to any form of self improvement, while in reality he is very likely economically, socially, and psychologically unprepared for such improvement; (e) he is sensitive. He may be aware of his shortcomings, does not want them publicized, and often will choose safe and comfortable surroundings rather than venture into new surroundings; (f) he may have a negative outlook, concerned only with how adult basic education will immediately improve him and his current situation; (g) he may lack self confidence as a result of a long list of accumulated deficits; (h) he may also express an alienation and distrust of schools since past school experiences may have been mostly negative. Many of his accumulated deficits had their origin in school; (i) he is usually highly sensitive to nonverbal communication and is generally more responsive to what we do rather than what we say; (j) he may be a reticent individual, a characteristic prescribed and developed through his environment; he may make excessive use of defense mechanism to hide his lack of educational competence, viz., bad eyes, hearing, not feeling well, had to go to work, and others; or (k) he may have a deep rooted need for status and dignity. As with all human beings, he has the right to self-satisfaction.

Positive features of our portrait would include: (a) he is generally free of excessive contentions and does not suffer from over competitiveness; (b) he may have a tremendous sense of humor, being less inhibited with a capacity to enjoy things; (c) he generally enjoys group work because there is a certain amount of security in a group; and (d) he has a tremendous capacity for gratitude.

The undereducated adult is a complex individual. Therefore, generalizations do not apply. An adult basic education philosophy must be rooted in reality.

Curriculum-A Philosophy

There is a great need for a well-planned course of study, designed to meet the specific needs, interests, and concerns of the individual student. It is essential that it not be a warmed-over version of content originally directed toward children. It must be designed to assist the individual to become self-dependent, participating members of the community.

To develop a philosophy of adult basic education, it will be helpful to consider the makeup of an adult basic education curriculum. A curriculum will determine the experiences of the learner while experiences will determine the behavior of the individual. It follows then that learning is a change in behavior due to new experiences. To complete the cycle, it can be said that the adult basic education curriculum must be designed to (a) attract the attention of the student; (b) serve as a primary student recruitment vehicle; (c) produce a program which has a good chance of realizing its goals; (d) provide the outlet for the individual to realize his latent potential for learning and doing, and (e) be productive.

In developing the framework for an adult basic education curriculum, it is necessary to understand that it is really no different from others. It is important that it be continuous, with constant change taking place to assure that it is relevant. It is safe to say that if it is a continuous curriculum it will also very likely be relevant. The adult basic education teacher cannot be limited to one set of goals, one set of objectives, one curriculum. He may need as many different plans as he has students. The objectives of the program must remain wide and varied. An essential part of the development of an adult basic education curriculum deals with individualization and student-teacher participation. It is essential that the needs of the individual be considered, and that the feed-back from students be given full consideration regarding these needs.

Other principles to be considered in developing a well-rounded curriculum for the undereducated adult are (a) heterogeneous grouping with homogeneous grouping within the large group; (b) provisions for self-pacing learning; (c) assurance of continuous progress; (d) year around open enrollment where the individual can be plugged in on learning at any time; and (e) professional freedom to teach. Application of these principles to real situations, with constant evaluation of the program, should assure a curriculum that is productive.

Reading, Writing, and Arithmetic

The adult basic education curriculum should include a number of areas and sub-areas to be effective. One primary area would be reading, with sub-areas of word development sounds, vowels, prefixes, sub-fixes, contractions, possessives, inflections, and reading power which would stress reading comprehension. Another area would be writing including both printing and cursive drills. Still another primary area would be mathematics, with sub-areas including number values, manipulation through division, including multiplication, subtraction, and addition, decimals, fractions, percents, ratio and proportions, and, of extreme importance, our money system. Spelling and speaking should be stressed with frequently used words having the initial priority and being extended to include new words as they appear. Spelling and speaking skills should be developed in conjunction with the reading and writing exercises to clearly establish their relationship to each other.

Socio-Economic

Closely related to the academic objectives of the adult basic education program is the socio-economic aspect. It has been said that illiteracy breeds illiteracy; that the drop-out is a child of a drop-out;

that environment is stronger than learning. The role of the adult basic educator is to break this lock-step of illiteracy; to break the trend of the drop-out; to remove environmental barriers to a true learning atmosphere. This can be a long slow process or it can be relatively fast. The adult basic educator must be careful not to put an all encompassing time-table on learning. He needs to do away with such standards as a specified number of hours to advance one grade. An individual's motivation, willingness to work, and readiness to learn should dictate his progress.

Program Responsibility

Renewed efforts should be made to assure that all resources are being made available to the undereducated adult. Continuous efforts need be made to coordinate all local, state, and federal agencies in a joint attack on the problems of illiteracy. Health departments, industry, welfare agencies, recreation departments, religious groups, volunteer groups, are just a few of the active groups that can be mobilized under one banner to avoid duplication of effort and to assure that all available services are being used. The public schools must assume a role of leadership. Today there is a segment of school age children not enrolled in any formal educational program and who are in fact, illegally absent from school. This segment of our population have found the schools wanting and are convinced that the public day school has not developed a program to meet the needs of the individual. This should be a warning to administrators and teachers to re-evaluate the goals of the adult basic education program to determine if efforts to identify the wants and needs of the undereducated adult are productive. Special emphasis should be directed toward serving the truly expressed needs and wants of the undereducated population since there is often the tendency on the part of the program administrator and teacher to decide arbitrarily what the needs of the undereducated adult are and then attempt to force these on the adult learner through a pre-planned program designed for all students without adequate consideration for the individual needs. Administrators and teachers should direct their attention to determine what motivates the adult learner to resume his educational pursuits and what his expectations are upon completing the eighth grade program.

Related Studies

Consideration of the area of related studies is equally important. This area really focuses on the concept of practicality in the adult basic education philosophy. Consumer economics, dealing with such categories as foods, nutrition, appliance buying, furniture buying, money, rentals, and budgets, is an essential part of this area; citizenship which prepares the individual for such activities as voting, developing petitions and participating in neighborhood organizations is essential; world of work or occupational education contributes to getting a job, seeking a promotion, looking for other or new occupations. It can also provide valuable information about unions and their functions and can help the individual get involved in what can be termed "piece of the action projects."

With further reference to civic service activities, a good adult basic education teacher should himself be well trained and active as a citizen, and should direct his efforts toward providing actual experiences and opportunities for involvement of the learner in civic activities during the educational experience. Relating classroom activities with out-of-classroom experiences is an essential ingredient of the adult basic education program.

Home and Family Education

Home and family education presents the greatest opportunity for the adult basic educator to make a substantial contribution to the under-educated adult. It is encumbent upon this phase of an adult education program to strongly emphasize the need for careful planning before starting a family. Although it is impossible, a child should have a right to say whether he wants to be born into a particular situation. Since this is impossible, the potential parents should be fully aware of their economic and social responsibilities. Closely related to this point is an awareness of adequate nutrition for mother and child; child development programs, and proper infant stimulation beginning at an early age, including more extensive Head Start and other pre-kindergarten programs. Another facet of home and family education is in the area of housing--the need to get housing into the hands of the poor. Cleanliness and home maintenance are closely related to this phase.

Other

Tremendous improvement in the individual can be effected through such other areas as human relations, health and nutrition, and social awareness and graces. Each will make a substantial contribution to a marked improvement in the quality of life experienced by the individual.

The adult basic education program should both treat and prevent social problems, with heavy initial emphasis on the treatment phase. Beginning with a core of educationally deprived persons, efforts should be made to immediately develop the basic educational skills. Immediate goals included completing an eighth grade equivalence program, learning to read for pleasure, preparing to take a job promotion test, complete an application form, and other similar activities. Preventive measure not only affect the individual adult student but involve his family, his neighbors, and his employer. Many industries and government agencies recognize the value of an educated employee, and offer release time from work with pay for those who wish to participate in an adult basic education program. Further incentives are included in new job opportunities, salary increases, better working conditions, and additional employee benefits. Hopefully, one of the related benefits of the adult basic education program will be its affect on children. As previously indicated, breaking the drop-out trend can be a major contribution of the adult basic education program. Further, as we utilize the feed-back from our adult basic education students, teachers and counselors, tremendous implications for the day school curriculum may emerge.

Historical Background

The words of Bryson (1936) are worth repeating here. "It is impossible to teach a college youth of eighteen how to meet all of the problems of a middle-aged man of fifty." The implications of this statement take on additional meaning for the adult whose formal educational experiences did not extend beyond the eighth grade level. It is archaic to assume that because an individual has reached age 21 that he is mature in all ways.

Adults want to learn. There is the realization that there is a gap between the desires of the individual and the realities of his situation. This premise is the central fact of all adult education. Many adults will not admit to these desires, but will agree that they want to be somebody, count for something, improve themselves, and provide for a better way of life.

With the passage of the Economic Opportunity Act in 1964, adult educators and administrators have exhibited an increased interest in designing and administering school programs for developing the essential basic communication and computational skills of the undereducated adult. Administrators, teachers, school boards, and the public are in general agreement that all adults need a mastery of these basic skills if they are to be effective citizens, capable of making decisions in an increasingly complex society. The many technological advances of the last decade have been partly responsible for the increased interest in continuing education for all citizens, and more specifically, in recognizing the urgency to offer a second educational chance to those citizens with an eighth grade or less formal education.

Adult Basic Education has been described as a program for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

The undereducated adult has been described as one whose formal educational experiences ended before or immediately following the eighth grade. The undereducated adult and the uneducated adult are out of step with today's society. They will remain out of step until they correct this deficiency in basic educational skills.

Adult education is a practical discipline. Special emphasis of this point can be found in the basic education program. Here the undereducated adult is faced with the problem of attempting to change an unsatisfactory condition with which he must contend every day of his life. He is living in a society geared to the educated individual and must prepare himself to compete on more even terms with those who have had more extensive educational experiences. This view was very succinctly presented to the members of the United States Senate by Senator Vance Hartke of Indiana on June 23, 1967. In presenting a new bill which would extend the existing adult education program for the undereducated adult, Senator Hartke stated,

> The adult who has not completed high school finds that most of the doors to further vocational and civic effectiveness remain closed to him. Manpower statistics--or a glance at the help wanted page in the daily newspaper--indicated that this nation is unable to find educationally qualified workers for essential jobs in spite of the fact that there are plenty of adults who are "educable" for the high school diploma and beyond. There is no solution to many of our problems today short of doing all that we can to upgrade our undereducated citizens to a position where they can hold the kind of responsible jobs that the world of today and tomorrow requires of them.

Adult basic education is one of the oldest kinds of adult education in our nation. In early Colonial days many such programs were established, teaching English to foreign born adults and reading and writing to native born adults. Most of the early cities were seaports, thus the need for and writing was urgent and immediate for the conduct of business. As commerce grew and flourished between this nation and other countries, the teaching of English to the sailors, seamen, and others who came here from foreign shores became a business necessity.

Interest in these programs gradually moved from this strictly business realm with the realization that if a community was to create an intelligent, alert, well-informed and participating citizenry, it would be necessary to provide an education for all individuals in the community, irrespective of age. Thus, adult basic education has been conducted through the years under many different names, viz., adult elementary education, civic education, English Citizenship, English as a Second Language, Americanization, and many others.

In the 1930s, limited programs were organnized to teach the undereducated adult by such agencies as the Works Progress Administration and the Civilian Conservation Corps. In the 1940s, the military service attempted to teach the basic skills of reading and writing to new inductees. Following the war years and continuing through the 1950s, there was a decrease of interest in the problem of illiteracy despite the efforts of many volunteer and professional groups to develop teachers and teaching materials for literacy programs. Literacy Councils, the Writers Guild for New Readers, the Laubach Literacy Fund, clubs, churches, and many civic organizations helped prepare a climate of national interest in literacy.

Federal Legislation

The Manpower Development and Training Act of 1962 ushered in a major federal effort, ignited by a federal appropriation of funds for literacy programs. This act initiated a joint effort of the Department of Labor and the Department of Health, Education, and Welfare to provide educational opportunities for youth from seventeen to 21 years of age and further, to provide basic education for adults whose educational skills would not permit them to undertake occupational training.

The Community Work and Training Program, the Vocational Education Act of 1963, the Library Services Act of 1963, and Title VII of the National Defense Education Act each made a contribution to the growing war on illiteracy. Undoubtedly, the most dramatic legislation for literacy education occurred in 1964 with the passage of the Economic Opportunity Act.

On August 20, 1964, the United States Congress enacted Public Law 88-452, the Economic Opportunity Act of 1964, described as an act to mobilize the human and financial resources of the nation to combat poverty in the United States.

Title II-B of the Economic Opportunity Act of 1964 was titled Adult Basic Education Program and has as its stated purpose,

> to initiate programs of instruction for individuals who have attained eighteen and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or to retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view of making them less likely to become dependent on others improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities.

Under this law, the Director of the Economic Opportunity Act of 1964 was empowered to make grants to states which had submitted and had approved a state plan for adult basic education programs. The State educational agency was, in turn, empowered to distribute its grant to the local educational agencies having administrative control and direction of adult basic education in public schools within its local school jurisdiction.

The United States Congress formally enacted Public Law 89-750 on November 3, 1966, such Act being cited as the Elementary and Secondary Education Amendments of 1966, and having as its stated purpose--to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.

This latter action by the United States Congress included as a Repealer, Section 315, Part B of Title II of the Economic Opportunity Act of 1964. This legislation formally established the adult basic education program as a part of the Elementary and Secondary Education Act, to be cited as the Adult Education Act of 1966.

The fate of the Adult Education Act of 1966 during the fiscal year 1968 was not decided until the final day of the first session of the 90th Congress. A two-year extension to the Adult Education Act of 1966 was passed and signed into law by President Lyndon B. Johnson, on June 2, 1968, as Public Law 90-247, Title V, Extension of Adult Education Program. The principal provisions of the amendments were (a) extension of the adult basic education program through June 30, 1970; (b) authorization of funds established at $70 million for FY 1969 and $80 million for FY 1970; (c) approved a minimum allotment of $100,000 to each state regardless of population; (d) approved private non-profit agencies as participants in the program included in the State plan; (e) continued the 90 per cent Federal and 10 per cent State/local ratio through 1970.

Another significant piece of legislation, the Vocational Education Amendment of 1968 included a provision to lower the age limit for adult basic education participants from 18 years to sixteen years.

Adult Basic Education-Off the Ground

The United States Census of Population (1960) indicated that there was 23.9 million adults in the United States, eighteen years of age and older, with less than eight grades of formal schooling. The adult basic education program, begun in 1965, was organized with this population census report providing the primary source of information which would substantiate the need for an educational program at the basic level, viz., grades one through eight. Progress has been slow but continuous.

Specifically, the adult basic education program was originally planned as a cooperative effort, with local, state, and federal agencies participating. The established procedure would have the state submit a plan for administering and conducting an adult basic education program for approval by the Commissioner of Education (Federal). With the approval of this plan, funds would be allocated to the state on a 90 per cent federal and 10 per cent state matching basis. In turn, the authorized state educational agency was charged with the responsibility for accepting and evaluating program plans submitted by local educational agencies and on the basis of this evaluation, allocating funds to the local educational agency on a 90 per cent state and 10 per cent local matching funds.

The initial appropriation of funds by the United States Congress for adult basic education during fiscal year 1965 was $19 million. Of this sum, $388,000 was set aside for administrative and contractual expenses, with a total of $18,612,000 allocated for program activities. The fourteen states whose plans had been approved and who had requested funds, established adult basic education programs with a total enrollemnt of 37,991 students.

The second year of the adult basic education program, fiscal year 1966, saw tremendous expansion in all phases of the program, viz., planning, funding, and participation. All fifty states, the District of Columbia, and three territories had submitted plans and had them approved. An additional $21 million was appropriated for fiscal year 1966 and along with unused funds in the total amount of $13,132,277 available from fiscal year 1965, a total of $34,132,277 was available for adult basic education programs during this second year. The additional funds available and the increase in the number of states participating in the program was reflected in an increase in enrollment to 377,660 students.

Fiscal year 1967 found program expansion still very much in evidence even though available federal funds were less than in 1966, totaling $26,280,000. Programs were once again established in all states and produced a student population of 388,935. It is estimated that during this third year of operation, there were approximately 28,066 programs and 18,195 teachers.

During fiscal year 1968 the requests for federal funds far exceeded available funds. Allocation to states totaled $30,590,000, and with program growth still on the rise, 455,730 adults participated in adult basic education. That the program was established and recognized for its worth was evidenced by the number of requests and the amount of the requests for federal funds to establish and continue classes for the ever increasing student population. Lack of sufficient funding made it prohibitive for some areas to begin classes; other programs were forced to curtail their activities; while still others were maintained through the volunteer services of teachers and non-professional personnel.

Fiscal year 1969 again reflected the continuing growth of the adult basic education program as 532,000 adults availed themselves of this second educational opportunity. Better teachers and teaching techniques, more and improved instructional materials, and more meaningful in-service training programs for teachers were in evidence during this year and proved ample justification for the $40,500,000 of appropriated funds.

During the current fiscal year, federal funding is at the same level as in fiscal year 1969. Final determination of appropriations by states is still pending.

It is important to visualize the full scope of the adult basic education program in order to fully understand its operation and development. Two essential elements, the teacher-training activities and the special experimental and demonstration projects, have made limited contributions to the success and growth of the program. The two components were authorized under Section 309 of the Adult Education Act of 1966 and were administered by the Adult Education Branch of the Office of Education.

Teacher Training

One of the primary concerns of the adult basic education program during its first years was the lack of teachers with adequate training in the techniques and methodology of teaching the undereducated adult. As with other areas of the educational program, adult basic education administrators, at both state and local level, were encouraged to initiate strong preservice and continuous in-service programs to accelerate the development of an adequately trained teaching staff. The initial appropriation of funds under Title II-B of the Economic Opportunity Act of 1964, provided for teacher training activities at the state level, but made no provisions for these activities at the national level. At this juncture, the Ford Foundation assumed an active role in the adult basic education program with a grant to provide teacher training programs at the national level. The University of Maryland, the University of New Mexico, and the University of Washington each conducted two-week workshops during the summer of 1965, with program goals centering around the characteristics of the undereducated adult, techniques of teaching the undereducated adult, counseling and testing, and curriculum and instructional materials. Enrollment at these three workshops included 165 administrators and teachers.

Recognizing the value of teacher training programs and the need for increased activities in this area, national leaders focused attention on regional teacher-training institutes. These activities were possible through the Economic Opportunity Act of 1964, as amended under Title II-B, Section 218, which provided for the allocation of funds not to exceed

5 per cent of the total appropriation for adult basic education within a fiscal year. These funds were specified for use by colleges and universities, state or local educational agencies, or other appropriate public or private non-profit agencies or organizations to provide training to persons engaged or preparing to engage as instructors of undereducated adults.

During the month of August, 1966, nine regional teacher-training institutes were conducted through contract arrangements with the National University Extension Association at the following universities: Region I (University of Connecticut); Region II (State University of New York); Region III (North Caroline State University); Region IV (Florida State University); Region V (Wayne State University); Region VI (University of Missouri); Region VII (University of Texas); Region VIII (University of Colorado); and, Region IX (University of California).

Each of these teacher-training institutes were four weeks in duration and had a total of 982 enrollees, including both administrators and teachers. Each state was authorized to enroll twenty participants, each to be selected by local and state administrators. These trainees in turn were to assume the responsibility for training other teachers for the adult basic education program, at both the state and local level, during the 1966-67 school year. The rationale behind this approach was to utilize the approximate 1000 institute participants to serve as a vehicle for quickly developing a large, trained staff of adult basic education teachers.

These nine teacher-training institutes focused on the following areas: (a) adult needs and the specific problems of the target population; (b) ways to train and work with adult basic education teachers;

(c) program administration; (d) curriculum content for teaching undereducated adults; and, (e) adult basic education teacher profile. This program content evolved from the efforts of a national advisory council composed of teachers and administrators within the adult basic education program, and educators from other fields, with recommendations from State Directors of Adult Basic Education Programs and the training personnel from the nine participating universities.

During the summer of 1967, training activities at the national level were conducted separately for teachers and administrators. Nineteen universities were involved in these activities with 702 teachers and 495 administrators participating. Similar training programs were conducted during 1968 and 1969.

Special Projects

The special projects were designed to refine the existing procedures and to develop new ideas for the development, administration, and operation of the adult basic education program of the future. These special projects were closely related to the teacher training activities and were concerned with the use of innovative teaching materials, developing new and better teaching techniques and providing for improved administrative leadership.

In 1967, ten experimental and demonstration projects were funded, with an additional appropriation in 1968 allowing the projects to not only continue but to enlarge their scope of operation.

Advisory Committee

Another component of the adult basic education program is the advisory committee. The Adult Education Act of 1966 established a

National Advisory Committee who were charged with the responsibility of determining whether sufficient funds were available, whether the target population was being reached, and whether the program was actually designed and operated to serve the established objectives. State and local advisory committees are in evidence all over the country.

Summary

The Adult Basic Education Program has been reasonably successful, despite the relatively limited available funds. However, since less than 10 per cent of the target population has been involved, it is evident that a substantial increase in funding will be necessary if appreciable progress is to be experienced. It is equally important that the special projects, funded through federal funds, make a more direct contribution to the adult basic education program being administered at the local level. The results of these special projects must be channeled and integrated into the local program to justify the expenditure of approximately 20 per cent of the total appropriation for adult basic education.

Adult Basic Education must be integrated into the total educational system, not as a peripheral discipline but as an integral part of the existing educational program. To effect this, there is a need for state and local educational agencies to assume a greater share of the financial burden of the program. Full time adult basic education staff is a must, and should be provided at the local level.

Education is an instrument of social progress. Priorities are placed on those activities which will assist the individual to live in and participate in society to the full extent of his capabilities.

These activities would provide the best for the individual in all situations and would include the development of the total man, intellectual, social and physical. Independent development is a process that can and should go on throughout life. If education is to achieve this goal of assisting each individual to fulfill his maximum potentialities, it must be available at all levels and throughout life.

The Adult Basic Education Program is an appropriate agency to help break down the poverty cycle and to reduce infusion of the disadvantaged and the undereducated into an affluent society. It is not suggested here that adult basic education is a magical and immediate solution to all the problems of today, but it is a means of opening up the avenues of comprehension and communication for the undereducated adult.

In this day of widespread interest in continuing education for all persons, education needs to consider the changing world in which all people live, with its many technological advances, and should act to prepare all people for tomorrow's world for it is economically sound to train or retrain the individual to be self-supporting to keep in step with the predominantly economic character of today's society.

The expression "knowledge is power" is a well worn phrase, but it is equally true that it has worn well over the years. This power through education should not be denied to any individual.

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MATERIALS AND MEDIA FOR ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

James L. Streed
Federal Prison

Introduction

Correctional Institutions vary greatly in their inmate populations. Although the basic educational goals remain the same, security measures, institutional policies, educational goals and budgets, inmate interest and many other factors enter into the development of its educational program.

For the purpose of this report, the goal of basic education will be considered to be those skills required to raise the students' reading and arithmetic ability to the sixth grade level as indicated on the Stanford Achievement Test. This level of competence is generally considered to be the minimum level at which a person can be termed literate. Experience with other basic education programs such as Job Corps has also indicated that this is the basic level of literacy at which a person can usually be successful in learning a skilled or semi-skilled trade which requires written directions. The General Aptitude Test Battery as used by state employment offices and the military also consider a sixth grade level in reading to be the minimum requirements if their tests are to be valid.

Characteristics of Students

Inmates involved in basic education must be identified as to their basic educational problems. These can be broken down into two general classifications. Slow learners must be identified as opposed to those who have a need in a specific area such as reading.

Several general achievement tests can be used to identify the basic problem:[1]

California Achievement

Gray-Votaw-Rogers General Achievement

Iowa Tests of Educational Development

Wide Range Achievement

Stanford Achievement

Metropolitan Achievement

Slow learners can be identified when all of the following conditions are observed.

1. The lack of achievement must be general on all parts of test.
2. Achievement test scores must be equal or inferior to the performance on intelligence tests.
3. All possible sources of interference that would tend to lower the test results must be eliminated.

Once evaluation of the individual has provided a clue to the specific problems involved, means can be developed to meet these needs. The basic program may be identical for both the slow learner and the individual who needs improvement in a specific area. However, it will be readily seen that the individual who scores low on reading and spelling and high in numerical arithmetic should concentrate on language skills instead of a general program.

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[1] Buras, A. K. The Sixth Mental Measurements Year Book. Highland Park, New Jersey: Gryphon Press, 1965.

Curriculum

Several curriculums have been developed such as the slow track curriculum, the life centered approach and the pre-vocational approach. In practice, there is considerable overlapping. Correctional institutions tend to be directed toward pre-vocational and life centered curriculums since a major goal is the ultimate rehabilitation of the inmate involved.

By the nature of the wide range of ability in basic education classes, it becomes apparent that the typical graded public school methods of teaching will not produce the best results. Students will enter the class at all levels of achievement from the non-reader to junior high school level and their rate of advancement will also vary greatly. For this reason, programmed instruction at least in the basic courses appear to be the best solution.

Materials

Programmed instruction may be defined as "a planned sequence of experiences, leading to proficiency, in terms of stimulus-response relationships."[2]

This definition, although not entirely complete, says that a program is an educational device that will cause a student to progress through a series of experiences that the programmer believes will lead to the student's proficiency. This implies that programmed materials require a great deal of effort on the part of the student. Whether the device is an instructor, a book, a teaching machine, or a computor is immaterial as long as it accomplishes its purpose. "Planned Sequence" in the definition implies that the person developing the program has determined not only what experiences the student should have, but in what order they should occur. It should be noted that all programmed instruction devices have three common characteristics:[3]

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[2] Espich, J. E. Developing Programmed Instructional Materials. Palo Alto, California: Fearm Publishers, 1967.

1. They present information and require frequent response by the student.
2. They provide immediate feedback to the student.
3. They allow the student to work individually and to adjust to his own rate of progress.

Before producing the actual program on any subject or segment of a course of study, three basic questions must be answered:

1. Should the subject be programmed?
2. What techniques should be used?
3. What medium or combination of media should be used to present the material?

Material Sequences

There are two major techniques for programming sequences that are currently widely used. In one case, the material is arranged in a single-ordered sequence leading from the first to the last item. This type of sequence is known as linear programming. The other common method is the branching sequence which may lead down a route which allows questions to be skipped. A wrong answer on this program will refer the student back to questions which must be answered correctly before he can proceed.

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[3] Wiggs, G. D. Programmed Instruction. Rider College, Trenton, New Jersey.

Linear Programs: The linear method involves the straight line approach and the student is required to go through all the frames in sequence. At the present time, the most common techniques in use is the Constructed Response Frame Sequence. In appearance, it is a series of short statement or frames in which blanks appear. The student has no choice of answers, he merely adds or takes out a word and goes on to the next frame to see if his answer was correct.

Although the linear program is the most common, there is a trend away from this method. The programming is limited, it is broken down into very small steps, and has proven to become monotonous.

Branching Programs: The branching sequence in programmed learning requires much more planning than does the linear sequence. Instead of frames, a short body of material or statements are written on what is usually termed home pages. Based on what he has read, the student is faced with three possible answers. If his choice is correct, he is told to go on to the page indicated, if wrong, he is directed to a wrong answer page which informs him why he is wrong and directs him back to the question in order to try again. Although the student has to choose one of several responses, it is debatable whether his progress goes beyond the recognition level of learning. Because of the larger amounts of material present for each response this method does not employ the proper connection between the question and the response.

In the past, both the linear and branching programs have been primarily for the individual and he was allowed to advance at his own rate of learning. More complicated and electronically controlled devices have recently been developed which have a number of stations and each individual must make the correct response in order to advance to the next sequence. It appears that this type of program may have certain advantages, it brings back the challenge of being correct before a peer group as well as requiring group participation.

Programmed Readers

Since most publishers, for economic reasons, publish their material for the largest possible audience, there are few reading series that hold the interest of adults on the primary reading level. These books, or series, are programmed from the standpoint that the individual may proceed at his own rate of speed and often a series of questions follow each story or chapter which the student is required to answer correctly before he continues in the next chapter or book. Some series such as the Reading Skills Builders published by Reader's Digest have a set of questions following each story as well as a teacher's manual for each grade level. Others have separate questions over the material covered which must be passed before the student goes onto the next booklet or step. Most of the primary level books contain simple children's stories and, therefore, are of little interest to adults.

One of the better series is the S.R.A. Reading Laboratories, produced by Science Research Associates, Chicago, Illinois. This is a carefully planned developmental reading program that starts the student at his own level and gradually brings him upward through a series of specific reading skill builders. It is planned for individual student use and covers a reading range from the first to the twelfth grade levels.

Programmed Mathematics

By tradition, mathematics tended to promote rote learning instead of understanding. The average adult in basic education has a primary understanding of the monetary units, concepts of time and distance, and the sequence of grouping. He will be lacking in mathematical vocabulary and methods of expression through numbers. It is essential to teach from the known to the unknown and illustrate each problem in many ways. Even though each student's experience can be used as a source of motivation and interest, the problem solving process must become somewhat abstract if actual ability to work with numbers is to be derived from the program.

Aside from graded arithmetic books on the elementary school level, there are a few programmed mathematic series now available which are useful on the adult level. Most of these series are based on the use of money, checking accounts, taxes, budgets, and buying. Little, if any, material is available which will help equip the adult for the use of measuring devices and abstract concepts which apply to many semi-skilled or skilled trades.

Audio-Visual Materials

Audio-visual materials can be very useful in motivating students and imparting information. However, they are not to be considered a substitute for teaching and if used effectively, do not decrease the time spent on class preparation. The benefits are not derived from the material itself but from the application of the material by a creative and well organized instructor.

If the class is programmed to the extent that each student is working at a different level of achievement and with varying degrees of progress, the materials presented by audio-visual means may serve more as a distraction than as an aid.

Transparency Overhead Projectors. The transparency overhead projector is one of the most effective methods for visual communication with the class. Aside from the projector, a copying machine is necessary to reproduce a transparent copy of the original picture or paper.[4] The advantage of this machine lies in the instructor's ability to demonstrate prepared problems, grafts, charts or maps clearly while at the same time explaining their application. Since the room can remain lighted, it does not interfere with classwork. This material lends itself quite well to basic mathematics, science and social studies. In order to be effective, the class must be at the same level of achievement.

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4. Schultz, M. J. The Teacher and Overhead Projector. New Jersey: Prentice Hall, 1967.

Opaque Projectors. The opaque projector has many of the same applications as the transparency projector. The primary difference is in its ability to project a picture or page directly from a book. However, it does require a darkened room and for this reason interferes with classwork and direct application to the material being studied. As with other audio-visual aids which involve the whole group, it is effective only if the entire class is at the same level and the material projected applies to the topic they are then covering.

Film Strip Projectors. Film strip projectors were very possibly the source of linear programming. Almost all fields of basic education are available in both individual film strips and programmed series. These often include teacher handbooks, guidelines for usage, series of tests, and other instructional aids. With proper planning, they can be a very useful aid for the instructor of basic education.

Material Selection

The instructor in adult basic education has three major sources from which to select material. The most abundant source is the store of materials developed for the mentally retarded or slow learner.[5] The second source is from material prepared for the normal student. The third source is the relatively scarce material designed for the adult at the elementary level.

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[5] Younie, W. J. Instructional Approaches to Slow Learning. Columbia University Press, 1967.

The following criteria are suggested for evaluating these and other materials before adapting them for class use.

1. The material should have unique appeal to the adult at the basic education level.
2. The material must follow standard proven educational practices.
3. The material must respect the self-concept of the student for which it is intended.
4. The quality of the material must compare with standard school requirements.
5. The material must be broad enough in its concepts to provide for individual differences.
6. The material should reflect careful development and testing.[6]

Research

In the field of basic adult education, little carefully designed and controlled research has been carried out. The research results that are available are frequently inconclusive and, therefore, the selection of material on this basis limited. Those projects which have been carried out are primarily concerned with the use of the material in the public school and the results may or may not apply to adults.

Studies have indicated that in subject matter areas in which the exact same content has been programmed and presented in text form, little or no difference resulted.[7] A two-year project carried out in the public school of New York showed the same results.[8]

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[6] Younie, W. J. Instructional Approaches to Slow Learning. Columbia University Press, 1967.

[7] Fry, E. B. Teaching Machines and Programmed Instruction. New York: McGraw-Hill, 1963.

[8] Gillaaly, W. B., and Furukawa, J. Unpublished Report. American Educational Research Association, Chicago: 1968.

Summary

At the present time, there is a definite lack of basic education material on the adult level. Quantities of material are available designed for the slow learner, but for the most part, it is on the elementary level both in grade level and interest.

Because of the varied levels of achievement in areas such as language skills and mathematics, programmed learning appears to be the most easily managed method of teaching. The programmed learning devices do not necessarily increase the amount of learning that takes place, but they are more convenient for such diversified groups.

Audio-Visual Aids, by careful planning, can be useful for imparting information. Their usage can also serve as a distraction unless the entire class is covering the identical material which is being presented visually.

BRINGING LABOR AND INDUSTRY INTO THE PRISON EDUCATION PROGRAM

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A review of correctional history reveals that man's approach to dealing with criminals can conveniently be summarized as a succession of the three R's: Revenge, Restraint, and Reformation. It now appears that we are on the verge of another revolution in correctional practice which can best be described by the concept of a fourth R, Reintegration.[1]

Since correctional practices have been revolutionized twice in the past two centuries many people will argue that a movement into a third revolution at this time is premature. It is apparent that society as a whole has not really replaced all vestiges of revenge or restraint but has only supplemented them. Thus while it is unwilling to kill or lock-up all offenders permanently, it is also slow to support a search for alternatives.

We are now living in an age where approximately 98 per cent of all confined criminals are eventually returned to society and become our neighbors. Therefore a correctional process of this nature tends to bear out the fact that the subject of reintegration should receive a considerable amount of attention prior to an inmate's release from complete supervision. This indicates that our rehabilitation programs should be two-sided in nature and strive to accomplish both reformation and reintegration.

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[1] Daniel Glaser, "The Prospect for Corrections," 1964, paper prepared for Arden House Conference on Manpower Needs in Corrections, re-stated in "Alternatives to Incarceration," Pamphlet, U.S. Dept. of Health, Education and Welfare, 1967.

The presence and influence of Labor and Industry in correctional programs can be traced from the latter part of the 19th century when the Reformation Revolution began. Numerous projects and activities involving the contribution of manpower and materials from Labor and Industry have been experimented with the past 100 years. Many of the early projects involved agricultural programs, and this training activity still exists in many prisons today. Most of these early programs dealt with occupational areas needed to develop the prison into a self sufficient unit. Some of the early training attempts were failures from the start, while others were highly successful for limited periods of time. Besides finances, a key factor in determining the value of these past programs has been the personality of either the outside instructor or the institution sponsor. Many effective programs died out due to the fact that their sponsor or instructor was transferred or resigned. A training activity that was given a full time staffing position and included in the institution budget also had a much better chance for survival.

Modern penological practices and recent legislation no longer restricts training activities to only those functions that can be conducted within the institution complex. However, a detailed review of training programs that are found within most institutions does provide a starting point to determine the role that Labor and Industry plays in modern correctional education programs.

On-The-Job Training: Most correctional facilities which house an appreciable number of inmates have key maintenance personnel employed as part of their staff. In most cases these individuals are a journeyman or master craftsman level in their specific trade. Many of these men were trained by industry and completed an apprenticeship program under Labor's sponsorship, in order to qualify for their present job. In most institutions these craftsmen utilize inmates to help them in the performance of their maintenance functions and this results in the conduct of on-the-job training. Prison educators must be alert to the fact these activities need to be organized to provide for more all around activities and training of the inmates assigned to maintenance details. Also most on-the-job training activities will not completely cover all phases of an occupational field. In addition the instructors must be given the opportunity to participate in training functions outside of the instituion, in order to keep up-to-date in their trade. Numerous occupations can be covered under this program, such as; food service, medical, dental, building trades, landscaping, stationary engineering, laundry, etc., since these functions are necessary to operate most institutions. Limited follow-up information available indicates that this type of training program has been successful for some individuals who joined unions and completed apprenticeship programs when they were released.

Prison Industries: The majority of the larger Federal and State Prisons contain some type of prison industry, which has been developed to follow industrial procedures to manufacture a variety of marketable products. Highway Sign Shops and License Tag Plants are examples of items produced by State Facilities; while mail bags, blankets, wall lockers, chairs, and beds are examples of items produced by Federal Prisons. These items are produced for use by governmental agencies and not for general competition with industry as a whole. Cities and counties often use inmates for labor pools to maintain roads and streets. The possibility does exist that training programs or industrial operations could be developed for some city and county correctional facilities. The production of products through an industrial complex within an institution provides on-the-job training activities, which in many cases, parallel those found in industry. The foreman employed to operate each phase of the prison industrial operation possesses the skills needed for his job which he acquired through industrial experience. Here we have an example of an individual who was trained by Labor and Industry, who is utilized to train inmates to produce useful items on a production line operation. This type of training can be very effective, as is illustrated by the fact that the men who work in the metal fabricating plant for prison industries at FCI, Milan, Michigan, fit right into the metal finishing and spray painting sections at Ford's Michigan Truck Plant, Wayne, Michigan. In this case, the training they received to function for prison industries, parallels that needed to function in the truck plant.

Vocational Training Programs: Many larger institutions employ a full time and part time instructors who are skilled craftsmen in their specific trade or occupation. These instructors teach occupational courses that are designed to qualify their graduates to function in a trade when he is released from the institution. Vocational Training classes may be conducted on either a full or part-time basis. Here is an example of personnel who were trained by Labor and Industry being utilized to conduct vocational training programs for inmates. The type of courses offered will vary from location to location, but a wide range of occupational pursuits have been taught through this type of training activity. Follow-up information is limited, but some specific cases indicate that training programs of this type can be effective.

Groups and Organizations: Individuals who belong to a union or who work in a related field, often join together to form unions and other types of organizations. Organizations which are developed around a particular trade are an excellent source to secure sponsors for various correctional education and training programs. The club may provide the instructors and certain materials free of charge, or they may receive a token payment to cover the cost of transportation and materials, while the instructors donate their time. Examples of this type of program were conducted at FCI, La Tuna, Texas, where an Advertising Club and Data Processing Club from the city of El Paso, Texas, sponsored inmate training activities dealing with advertising and data processing functions and procedures. These organizations were also able to obtain donations and training aids from some of the companies their members worked for, and this served to enrich their training efforts.

Individual Craftsmen: There are situations when an individual will donate his own time and efforts to sponsor and conduct a training activity. In most cases these are part-time programs, but many of them are highly effective, due to the motivation behind the instructor. Examples of such activities occurred at the Federal Prison Camp, Safford, Arizona, where reading classes for spanish speaking inmates were conducted and at La Tuna, Texas, where the Chevrolet instructor from the General Motors Training Center in El Paso came to the institution and conducted automotive training classes. Also at the Federal Youth Center, Morgantown, West Virginia, some music classes are conducted in this manner.

Institutes and Foundations: A large number of Institutes and Foundations exist within our nation and some of them have been involved in developing and improving educational programs within correctional institutions. It is possible that others could become interested in projects of this nature, if they were contacted for this purpose. These agencies often initiate a program by providing the needed equipment, materials, and an instructor for the first year, with the understanding that the correctional facility will add this activity to its budget in future years. Some examples of philanthropic contributions to correctional training programs are: Ford Foundation and its establishment of a small appliance repair course in the Kansas State and other Penitentiaries; the Mott Institute participation in providing vocational counseling to individuals released from prisons within the state of Michigan; and the development of a research center and program at Southern Michigan Prison in Jackson, Michigan, by the Upjohn Institute.

Donation of Materials and Equipment: Various companies of all types and sizes located throughout the nation have donated a variety of materials and equipment to prison training programs. A typical example of this is found by examining contributions from the four major automotive manufacturers, which have consisted of such items as engines, transmissions, and rear ends. Often times instructional charts and reference materials are donated along with the equipment.

Audio-Visual Materials: Several companies have developed a variety of written materials, slides, filmstrips, transparencies and movies for use in connection with their own training or advertising programs. Some of these materials are available for a moderate cost or on a loan basis, while others are free. The majority of these materials have application to some phase of a correctional education program. A detailed list of these materials can be found in a set of Educators Guide to Films and Publications.[2] The development of programmed materials is another activity that some companies have engaged in, but as a rule this type of training media must be purchased. E. I. Du Pont Company and its programmed materials that have been designed to cover 123 skills and 25 safety courses is a good example of industrial development of programmed materials.[3] The Resources Development Corporation of Okemes, Michigan is another company that has developed programmed materials for various engineering and oil companies.

Teaching Devices: In recent years industry has experimented with and perfected the use of mechanical and electrical devices as a training media for use in connection with personnel training programs. Mock-ups and simulators of this type can be found by examining a Simulator for Engine Electrical and Ignition Systems that was developed by Autoscan for Shell Oil Company and a mock-up of a complete Automotive Air-Conditioning System by Scott Engineering Company.

Computers: In recent years industry has exhibited an interest in the production of audio-visual materials and with the use of a system approach to develop curriculum materials, the computer has been introduced as a teaching device.[4]

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[2] Educators Guide to Free Materials, Educators Progress Service, Randolph, Wisconsin, also guide to Films and Filmstrips available.

[3] Vocational Programs Outside The Public School System, American Vocational Journal, Feb. 1968, by Sylvia G. McCollum. Research Specialist, Federal Bureau of Prisons.

Extension and Correspondence Courses: Some companies have developed extension or correspondence courses which individuals may rnroll in. These materials differ from the programmed type, as they require the student to research reference materials and secure answers to a series of questions. Federal Mogul has a series of courses pertaining to drives and bearings. At one time Federal Mogul also had a training unit installed in a trailer which made it a mobile training center that could be scheduled for a particular area for a few days. Once the trailer was in the area it could be moved into an institution and company representatives could then present classes to inmates. Perfect Circle - Dana Parts Company has a series of tests that an individual can pass and qualify for a Doctor of Motors Certificate.

With the 1960 decade the fourth "R" or reintegration was given emphasis in many prison treatment programs. The Federal Government and many State Governments passed legislation which authorized Work Release, Study Release, and greater latitude in the use of furloughs to reintegrate men from a confined status into a world of useful employment. This recent legislation permits selected inmates to either work or train in a community near their place of confinement prior to their release. A man may also be transfered to a Community Treatment Center or Halfway House so that he will be closer to his place of release and/or a work or training activity that will be helpful to him. Also a furlough may be granted to him so that he may visit his home to secure employment or enroll in a training program which he plans to pursue when he is released.

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[4] Industry and Education, School and Society, Nov. 9, 1968, by Bert Nelson, Educ. Dept, Queens College, Long Island, N. Y.

The past decade was also characterized by great technological advances which were triggered by Sputnik and concluded with the placement of men on the moon. Our involvement in Vietnam also caused us to experience a war-time economy and all of this created a need for greater production by the industrial segment of our nation. Even increased automation and low unemployment rates did not eliminate the need for additional manpower. We also find that predictions by Dr. Ewan Clague indicates that if "A period of economic restraint" occurs that we can expect the need for additional manpower to continue. Dr. Clague feels that we will not experience layoffs since we now have a cushion of part-time and overtime work that can be reduced, and, at the same time, permit the bread winner to remain on his basic job.[5]

The manpower shortages, riots, and demonstrations of the 1960's pointed out a need for re-evaluation of our manpower sources. Following disruptions in many cities a number of companies began to re-examine their training and employment practices. By the end of the decade it was obvious that industry was throwing away the rule book and was in the process of training and hiring those individuals, who, in the past, has been considered "Industrial Untouchables."[6] The employment of the unemployable also resulted in a completely new and improved attitude toward employing those individuals with a prison record.

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[5] No Big Rise in Layoffs When Economy Cools, by Dr. Ewan Clague, former Commissioner of Labor Statistics, U.S. Dept. of Labor, U.S. News and World Report, Aug. 4, 1969.

[6] Employing the Unemployable, U.S. News and World Report, Aug. 12, 1969.

As we analyze the training facilities and programs available in the community, we find that many large companies and corporations operate training centers throughout the nation. These centers are used to train company and franchised personnel to carry on the business of the company. Other companies operate training facilities at their home plant and bring in franchised sponsored personnel to their main base of operations for special classes. Quite often these programs are designed to specialize a person who already possesses basic knowledge and experience in a trade. Shell Oil Company and General Motors are examples of companies that maintain a chain of training centers around the nation while Harley Davidson and Tecumseh-Lauson are examples of companies with training facilities at their home location. The majority of these centers conduct special classes for teachers or they will permit instructors to enroll as members of their regular classes. Some companies also permit qualified inmates to enroll in their courses if he has a sponsor. This is an example of how industry can assist to train and up-date correctional education instructors, who, in turn can provide improved programs to their students.

The advent of Work-Study Release programs and the development of community treatment centers has now added the second side of the coin, for industrial assistance in correctional training programs. Selected inmates can now be enrolled in a variety of industrial sponsored training activities just prior to their parole or release. Because of the cooperative attitude of Labor and Industry, prison releasees can now be enrolled into all types of pre-apprenticeship, apprenticeship, plant training, and on-the-job training programs. In addition, quotas are available to inmates in various types of joint industrial-government sponsored training courses and programs.

When Henry Ford II was selected to head the National Alliance for Businessmen (NBA) he talked our business and industrial leaders around the nation into employing several thousand "Hard Core Unemployed."[7] To accomplish this "Job Opportunities in the Business Sector" (JOBS) was organized. As a result of this venture, American Industry suddenly discovered that "Many Americans--a large proportion of whom are Negroes--are really not capable of holding even the simplest kind of a job without some special preparation and training."[8] It became evident that training was needed in the areas concerning reading ability, personal grooming and hygiene, money management, tardiness and absenteeism.

It is not meant to imply that those individuals who are considered as hard core unemployed all have prison records, but most men released from prison are eligible for any special considerations and training programs designed for this group. Many companies are interested in involving schools of any type in programs that will help provide these school drop-outs with an adequate education. Those of us in correctional education, along with those in public education were not prepared to take advantage of industry's willingness to participate in joint training programs. The business sector wanted immediate action and could not understand the delays caused by administrative channels and delays and restrictions imposed by purchasing procedures, budget, and custody restrictions. So, in most cases, private training firms were employed to develop these needed training programs.

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[7] Training 42,500 to Fill Jobs, U.S. News and World Report, July 22, 1968.

[8] Training the "Hard Core" for Private Jobs, U.S. News and World Report, Feb. 12, 1968.

Labor has also shown that it is willing to help with prison education programs, since it has extended union membership and participation to those inmates engaged in Work Release Programs. In addition individual union members have served on advisory committees that have been established for specific institutions or geographical areas.

Industry is still interested in improving the ability levels of those individuals who are available to fill its manpower needs. Once a correctional facility determines what space, materials, staff and custody risk it is willing to devote toward the improvement and expansion of its educational program it is in a position to negotiate for assistance from the industrial sector. The addition of a public relations man to the staff or the designation of a staff member, to act in this capacity, is the most effective way to secure assistance from industry, providing he is given a budget to support his operation.

Another highly effective means of establishing and maintaining contact with business and industry is through the development of an advisory committee. Through proper planning and selection, an advisory committee can be developed that will not only assist education programs, but will also support other institutional functions. The committee itself provides a public relation service between the institution and the local community. Since the membership of this group is involved in all phases of local business and industrial operations, the committee is in a position to recommend changes to institutional programs that will keep them up-dated. Details concerning the development and functions of an Advisory Committee for Occupational Training Programs are contained in a study conducted by the Upjohn Institute of Kalamazoo, Michigan.[9]

In conclusion we should keep in mind that Industry has recently altered its employment standards. That Labor is tolerant towards men with prison records, and does extend them union membership. That Industry is seeking trained manpower and is willing to help develop and finance training programs to acquire adequately trained workers. That a properly designed prison education program can produce adequately trained personnel, to help meet industries manpower shortages.

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[9] Advisory Committees for Occupational Training Programs, W. E. Upjohn Institute for Employment Research, 709 S. Westnedge Ave., Kalamazoo, Michigan.

MULTI MEDIA FOR ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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> MEDIA - (me'di-e) middle states or degrees - intervening things through which forces act or effects are produced - any means, agencies or instrumentalities: as, radio is a medium of communication - any surrounding or prevading substances in which bodies exist or move, hence, environment.[1]

The first criteria needed to develop an Adult Basic Education Program is the realization that this is an area where students should usually be taught on a one-to-one basis. Functional illiterates and near illiterates, (especially those over 35[2]), have too many individual differences, i.e.: attitude, age, physical condition, to work together in a close-knit, homogeneous, teacher lecture - student listen situation. Due to economic conditions and a lack of qualified personnel, it isn't possible for an education system to hire instructors on a one-to-one basis. To overcome this barrier, the various education systems must develop, acquire and apply alternate solutions. They must use TOOLS - MEDIA - INTERVENING THINGS THROUGH WHICH FORCES ACT OR EFFECTS ARE PRODUCED. It must be remembered that these tools, media, intervening things, are not a substitute, but a supplement to education. They will give the instructor the opportunity to achieve desired goals in a more expedient and efficient manner than would be possible otherwise. If they are used as a substitute to education, an impersonal atmosphere will develop and soon the class will be lacking its most important item: THE STUDENT. Primarily then, "it is not a question of the quantity of printed materials or audio-visual utilization, but rather one of quality in selecting, adopting and relating whatever instructional techniques will create a favorable learning environment."[3]

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[1] Webster's New World Dictionary of The American Language, College Edition, 1966.

[2] Learning Characteristics Of The Educationally Disadvantaged. National University Extension Association, Silver Springs, Maryland. Under Grant from the U. S. Office of Education, Washington, D. C., p. 2.

Location

Psychological

The Location to be selected for the Adult Basic Education Program would have to be the first tool considered. Realizing that most educationally deprived inmates are ashamed of their condition, and have aspirations of keeping this secret from their peer group, the class room or rooms should be selected in such a manner as not to signify grade or I.Q. levels. If the inmate population realizes that one certain room has been designated for the "dummies, idiots, retards," the purpose of the program will be defeated before it ever gets off the ground. If an illiterate inmate thinks he is going to be labeled as such, and is not required to attend school, HE WON'T ATTEND. In the institutions where school is mandatory, he will be in such an embarrassed, confused and resentful state that he will resist all efforts directed towards him and be totally unresponsive.

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[3] Educational Technology In Adult Basic Education. National University Extension Association. Final Report, January 9, 1967. Grant No. OEG 2-6-061894-1894. The U. S. Office of Education, Division of Adult Education, p. 2.

Physiological

Consideration must be given to the many physical factors that make up a class room before a final decision can be made. Does the room have a blackboard? Is the lighting sufficient? What about the acoustics? The temperature? Seating arrangements? Film Facilities? The reason for great concern regarding the physical equipment can best be exemplified by evaluating the educationally deprived inmate as described by the National University Extension Association in a study titled "Learning Characteristics of The Educationally Disadvantaged."

Common Characteristics Of The Adult Learner Are:

1. He tends to be more rigid in his thinking. He has acquired a set pattern of behavior, and has set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.
2. He usually requires a longer time to perform learning tasks. While the adult's capacity to learn may have remained essentially unchanged, the older he becomes, the slower his reaction time, and the less efficient are those senses on which learning depends - sight and hearing.
3. He is more impatient in the pursuit of learning objectives. He is also less tolerant of work which does not have immediate and direct application to his objectives. He is impatient with long discourses on theory and wants practical application.
4. He requires more and better light for study tasks. This is particularly true for those over 35 years.
5. The older adult has restricted powers of adjustment to external temperature changes and to distortions. He requires a more constant and comfortable environment in order to work effectively.
6. He has greater difficulty remembering isolated facts, although his comprehension of difficult reading material shows little or no change from childhood.

7. He suffers more from being deprived of success than does the young learner and is motivated more by the usefulness of the material to be learned.
8. He has more compelling responsibilities which compete with education for his time.
9. He is not a captive audience. He attends voluntarily, and if interest is lacking, he is inclined to stop attending.
10. He is used to being treated as a mature person and resents having teachers talk down to him.
11. Adult student groups tend to be more heterogeneous than classes of young people. Adult students are likely to come from a wider variety of backgrounds, and have a greater range of intelligence levels, than a youth class.
12. Adults are sometimes fatigued when they attend class, which is often after a day's work or household responsibliities.[4]

Upon reviewing the preceeding list of adult tendencies, it becomes quite obvious that the physical approach to educating him will have to be considerably different from that of the "normal" student. His seating will have to be more comfortable and heterogeneous, his lighting better, his room quieter, and his atmosphere more relaxed. Once this is accomplished and a satisfactory environment developed, the actual educational process can begin.

Testing

Measurements of the individual and his progress are absolutely essential in the development of a successful Adult Basic Education Program. An automobile cannot be repaired or improved until the problem or problems can be located and an evaluation made. The same holds true for a prospective Adult Basic Education student. He must be given a battery of tests and a summation arrived at before a remedy or cure can be prescribed. It must be remembered that the inmates problems will be more compounded than those of the "free world" due to his living in an unnatural environment. This can best be shown by quoting Mr. D. W. Allen, Assistant Superintendent of the Ohio State Reformatory in his book titled An Experiment In Education With The Laubach Literacy Films.

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[4] Learning Characteristics Of The Educationally Disadvantaged. National University Extension Association, Silver Springs, Maryland. Under Grant from the U. S. Office of Education, Washington, D. C., p. 2.

> "As a general observation, it may be noted that inmates are not happy folk. Outwardly, they appear at ease with their environment. Inwardly, they seeth and sometimes emote vigorously. Sometimes an emotional effervescence is caused by the presence of unidentified stresses and strains in the topography of the dynamic field."[5]

This measurement can best be accomplished by administering tests before enrollment, several times during the educational process and again after the inmate has completed his educational requirements. The purpose being to completely evaluate both the inmate and the method of instruction.

Pre-Test

Each inmate preparing to enroll in the Adult Basic Education Program, in order to better understand his capacities to learn, needs to have administered to him; an I.Q. test such as the BETA. It should be realized that the test cannot measure drive, desire nor inititive, but only gives a general idea of what might be expected of him and not what will be expected of him. It will tend to signify at what rate of speed that he might possibly travel academically.

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[5] Allen, D. W., An Experiment in Education With The Laubach Literacy Films. Ohio State Reformatory, 1961, p. 10.

He should also be administered an achievement test such as the SAT or ABLE to evaluate at what grade level he is now equivalent to. This is essential in deciding where to start the man in the total educational program. A man who tests out at a seventh grade level and is placed in the equivalent of a fifth grade class could very easily become bored and drop from the program. However, if the reverse were true, the man could easily become frustrated and drop from the program. Refer to Common Characteristics Of The Adult Learner Are of this chapter.

The GATB (those portions of it dealing with the recognition on objects and physical dexterity) might possibly be administered to evaluate areas of ability, interest and physical dexterity. Based on a list of aptitude tests in Noll's - Introduction to Educational Measurement,[6] there isn't a test available that can be successfully used to measure the aptitude of a functional illiterate. It appears that the minimum testing grade possible is grade seven. This does not eliminate the possibility of using parts of any one test to evaluate at least some of the areas of aptitude. Portions of the GATB could be used for this purpose. If an inmate's interest and abilities are known, it is quite possible to relate his educational needs with his wants and abilities.

Finally, to detect any physical or mental disorders that might exist, the inmate should have a complete physical and psychological examination.

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[6] Noll, V. H., Introduction to Educational Measurement. "Other Tests Of Mechanical Aptitude." (Boston: Houghton Mifflin Co., 1957), pp. 266-7.

It is quite possible that the inmate may not be compatible to the education program due to poor eye-sight, hearing, nervous or emotional disorders and others. Once the deficiencies are known they can usually be treated and corrected and the inmate permitted to enroll at a later date.

Supportive Test

After the inmate has actually become involved in the Adult Basic Education Program, a series of tests should be given at predetermined intervals in an effort to evaluate whether the student has been responsive, whether the prescribed classes were properly selected, and what changes, if any, need to be made to improve on his educational development. Normally, the tests will be alternate forms of the original tests given prior to enrollment. Supposedly, an I.Q. test needs to be given only once because an individual's I.Q. should remain constant. It has been found that this doesn't always hold true, especially with those people who have acquired the English Language as a second language. A Navajo Indian incarcerated in the U. S. Penitentiary, Leavenworth, Kansas, was administered the BETA upon entrance to the institution and the results implied that he had a I.Q. of 81. He was classified as a functional illiterate because of his inability to take the SAT and recommended to enroll in the Adult Basic Education class offered there. He did enroll and nine months later, was re-administered a second form of the BETA. The second testing indicated that he had an I.Q. of 93. This doesn't necessarily prove that a language problem was a barrier in the first test: nervousness, need of glasses, illness, hate and fear are other possible causes. It does indicate that the first test isn't always valid and other tests need to be taken to support the original findings. This process of testing and re-testing will normally given an overall picture of each individual's progress and allow the instructors and administrators the opportunity to measure the fruits and/or faults of their efforts.

Post Test

Upon completion of the prescribed education program, a final battery of tests should be given to evaluate the success of the overall program. After the various tests are completed, a critical evaluation should be made to see if the end justifies the means. Probably the most critical evaluation of the Adult Basic Education Program would be "Did he pass his GED???"

Motivation

After an individual has matured to the point where he can be classified as an adult, and he hasn't learned to read or write, it is very difficult to convince him that now is the time to learn. The typical inmate response upon being approached is "I've made it for forty years without learning to read 'n write, why change now!" What is needed to overcome this barrier is a magnet--a lure--a motivating force. This motivating force can be accomplished in many ways.

Books

There is an assortment of books available for which an inmate would be willing to attend class. He could be given his own dictionary, paper-back and/or hard-back novels and non-fiction literature. They could be issued out at intervals throughout the course on a basis of something completed-something awarded. It is obvious that they should be designed with a high interest - low vocabulary level if they are to capture the interest of the inmate.

> "The Division of Adult Education Programs of the U. S. Office of Education affirms that adults should not be subjected to the use of child-oriented materials. Aside from being ego-destructive, such materials do not take advantage of the opportunity to apply reading and computational skills to the needs of adults in an adult world. Reading about the world of work, for example, adds to the student's knowledge of occupations while improving communication skills. Computing in terms of food and clothing prices improves consumer competence while strengthening mathematical skills."[7]

The purpose of giving books as a reward can best be explained by the following quotation: "Basic reading skills, once acquired, become sharpened, intensified and extended through use. Conversely, reading skills quickly become dissipated through lack of function."[8]

Certificates

Prestige and recognition are something that nearly all individuals strive for in one fashion or another. Some methods of attaining these if you live in the "free world" are: new car, new clothes and a home, to mention only a few. For the inmate, it is a little different. In most penal settings, they are allowed very few personal items. They must wear the same style and color clothing, live in similar cells (usually all the same size and color), allowed to spend a fixed amount per month, and can have very little, if any, jewelry. How do they attain recognition? They excell in some sport, hold a clerical or office job, are outstanding in some field of art or they can achieve academic goals. There are many proud inmates who can display a diploma or certificate of merit that they earned for completing a particular goal in education.

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[7] Bibliography: Materials For The Adult Basic Education Student. National University Extension Association, Silver Springs, Maryland. Final Report, January 9, 1967, Grant No. OEG 2-6-061894-1894. The U. S. Office of Education, Division of Adult Education, p. 1 of the bibliography.

[8] Allen, D. W., An Experiment in Education With The Laubach Literacy Films. Ohio State Reformatory, 1961, p. 10.

Good Time

If there is one single lure that would probably interest an inmate more than anything else, it would have to be time. Their entire punishment is based first and foremost on this one factor. They watch it, feel it, count it and often times hate it. If an inmate were offered a certain pre-determined number of days off from his sentence for attaining prescribed plateaus in education, the classes would in all probability, be bulging at the seams. Of course the criteria for offering this type of reward would have to be well analyzed and well defined to assure intended results. This would not work in an education setting where inmates are the instructors. There is also the possibility of releasing the inmate from his job for two or three hours a day. The motivating force here being the privilege of not having to work a full eight-hour-a-day job and being able to get an education at the same time, leaving more time for leisure-time activities. In institutions where over-crowded conditions exist, this type of reward probably wouldn't work because many of the incarcerants are required to work only a few hours a day anyway.

Money

Financial assistance is as important to the inmate as it is to those people living in the "free world." The inmates need money to buy art supplies, commissary items, to send home as family aid and to save in order to be better prepared financially upon their release from prison. It is likely that the inmate enrollment in school would rise sharply if money was offered as an incentive. This could be done by offering a fixed amount for each class taken and passed, with the amount increasing as the grades improve. Bonuses could also be offered when certain educational levels have been reached. For example: A five dollar bonus for an elementary diploma, ten dollars for a high school diploma and twenty dollars for an Associate in Arts degree. The amount offered would naturally have to fluctuate within the various institutions based on the amount of money available in the prospective budgets. A fine example of a monetary award system is the Kennedy Youth Center in Morgantown, West Virginia..."a token economy system which enables the performance of students - inmates - to be evaluated and rewarded."[9] The entire Kennedy Youth Center is based on monetary rewards including the educational program.

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[9] Karacki, L. & Levinson, R. B., A Token Economy In A Correctional Institution For Youthful Offenders. The Howard Journal of Penology and Crime Prevention. September 1969, p. Introduction.

> "Rating forms are used by the staff to evaluate student performance. Regarding school, for example, the form contains such items as; arrives on time, uses class time productively, plans work, and so forth. The basis for evaluation is deliberately flexible so that one student may be scored on a variety of behavioral items while another may only be evaluated in the one area where he has evidenced problems in the past. Rating forms are completed by Sunday of each week, and on Thursday students receive an earnings statement indicating points received and their current financial status."[10]

Games

It is quite natural for an individual to do those things he likes best while avoiding undesirable situations. Education, in a pure sense, can become very boring and uninteresting. The remedy is to make the educational process as enjoyable as possible. Cross-word puzzles, especially designed with a high-interest-level and low-vocabulary-level, can do much to increase the Adult Basic Education student's vocabulary, word definition and spelling. "Scrabble" (another game designed on the cross-word puzzle principle) creates an excellent incentive to learn. Occasional games of "monopoly" and "Big Business" will aid the student in developing an understanding of logic, finances and basic math. With a little ingenuity, many of the games offered today can be applied to the adult setting.

Films

One of the most enjoyable occasions for the inmate is any time he can "take a trip." This is done in many ways; reading, discussions, day dreams, films and so forth, whereby he can forget for a while that he is an inmate and feel that he is somewhere other than in prison. One of the most effective methods, and the easiest for the inmate, is the film. In selecting films for an Adult Basic Education class, two things should be kept in mind, the films should be entertaining and they should be educational. The film doesn't necessarily have to relate to the specific class, it can be on nature, science, history, geography, etc. If the inmate knows that there are going to be films shown once or twice a week, there is a stronger probability that their attendance will be greater than if no films are offered. Keep in mind that many companies offer "free films" and very little money is needed from the budget for this area if a little planning is initiated. In fact, there are free film catalogs available that list hundreds of audio-visual materials that are available on a loan basis.

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[10] Karacki, L. & Levinson, R. B., A Token Economy In A Correctional Institution For Youthful Offenders. The Howard Journal of Penology and Crime Prevention. September 1969, p. 6.

Programmed Materials

Due to the many individual differences described earlier in this chapter, it is almost totally essential to design the educational curriculum on a one-to-one, programed or semi-programed, learning basis. This is done by allowing no more than eight students to one instructor, with each student having his own programed workbooks, numbered one through end. Each student works in his own book, at his own rate of speed, with the instructor ready to help each of the students on a tutor basis. When a student has a problem in his workbook, he asks the instructor for help. After help has been given that student, the instructor then travels to others who might be having problems. It is obvious that even with only eight students, the instructor's job will be quite demanding. The eight student maximum is based on the assumption that the instructor is a well trained specialist, the classroom environment is ideal and all materials needed are at hand. Otherwise, the number in class should be reduced in proportion to teacher ability, environmental conditions and material available. Although most Adult Basic Education classes are programed, the method of programing and instruction will vary somewhat. Some will be more condensed than others, the lettering will be larger or smaller, photographs and drawings will be added or omitted, but in the final analysis "There are two basic kinds of programs: a linear program and a branching program. A linear program directs each student through the same material. A branching program provides remedial material for those who supply incorrect answers. Those who answer correctly proceed to new material."[11] It might be wise to note that if the program and material has to be developed by the instructor, the linear program would probably be best. A branching program needs to be developed by a specialist because of its complexity. The branching technique is usually the superior method of instruction because of its detailed and exacting approach. It might be noted that a branching program and flow-chart program are synonomous.

There is another type of programed education that is somewhat differend in that it teaches almost entirely by film. It is a captive type of education because all of the students must learn at the same rate of speed. This approach is called the Laubach Literacy Course of Study.

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[11] Bibliography: Materials For The Adult Basic Education Student. National University Extension Association, Silver Springs, Maryland. Final Report, January 9, 1967, Grant No. OEG 2-6-061894-1894. The U. S. Office of Education, Division of Adult Education, p. i.

"The Laubach Literacy Course of Study is more than a total curriculum in literacy education. It is an in-service program in teacher education. Teachers who use this course of study become improved teachers. In scope, the program's 98 films, of 30 minutes each, present instruction to the following areas:

"1. Alphabet learning.
2. Letter formation (writing).
3. Number formation (writing).
4. Vowel sounds.
5. Consonant sounds.
6. Letter combination sounds.
7. Word study (pronunciation).
8. Vocabulary development.
9. Syllable formation.
10. Accent marks.
11. Dictionary skills.
12. Spelling skills.
13. Punctuation skills.
14. Reading skills.
15. Writing skills.
16. Language skills."[12]

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[12] Allen, D. W., An Experiment in Education With The Laubach Literacy Films. Ohio State Reformatory, 1961, pp. 19-20.

The Laubach approach is to teach with phonics, as is the case with most of the Adult Basic Education programs. Because it has been designed by specialists and nearly all of the instruction is on film, it appears to be possibly one of the better methods of instructing in Adult Basic Education. To get a better understanding of the Adult Basic Education Programs offered, the U. S. Department of Education has a book titled: Bibliography: Material For The Adult Basic Education Student, published by the National University Extension Association, Silver Springs, Maryland. It lists and explains nearly every program available.

Audio-Visual Materials

In all probability, the best friend that the instructor has are the audio-visual materials he has at hand. They can accomplish so many wonderful feats that would be completely impossible to do otherwise. Inversely, they can destroy an education program just as quickly if not used properly. The book: Education Technology, published by the National University Extension Association, supports these statements:

> "...the realization that modern technology has been producing potential teaching tools faster than teachers have learned to use them.....Since schools are far less efficient than they could be if teachers were properly prepared to use even the simpler devices long available, it is clear, that educators must also become familar with, and skilled in the potential uses of the wider range of communication devices and techniques available,"[13]

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[13] Educational Technology In Adult Basic Education. National University Extension Association. Final Report, January 9, 1967. Grant No. OEG 2-6-061894-1894. The U. S. Office of Education, Division of Adult Education, p. 2.

The best method of avoiding failure is to understand the mechanics and potentials of each piece of equipment available and apply it in its best possible perspective. What is necessary now is to find out what type of soft-ware is available. In analyzing the audio-visual materials, it might be well to note that there is a wealth of soft-ware available for any grade level but there is very little available for an Adult Basic Education program. This has been caused, primarily, by lack of consumer demand. Because Adult Basic Education is an expanding new frontier, this problem will eventually diminish. With this scarcity of material in mind, any and all audio-visual equipment purchased for Adult Basic Education should be designed so that they have the potential to allow the instructors to develop their own programs. All tape recorders should have a recording head and mike. A slide projector should have priority over a film strip projector. An overhead project is good. A 16mm sound movie projector is essential, but don't be disappointed if films with a high-interest-level and low-vocabulary-level are lacking. In essence, ingenuity is the key to a successful Adult Basic Education program, based on the instructors ability to analyze each problem and develop a workable solution. An example would be the ability to take a set of children's phonetic records and charts and revise and adapt them so as to be suitable for an adult. Eliminate terms such as children and dog and replace them with words like boss and car. To do this will require knowledge, understanding and patience but the rewards will be tremendous.

The amount of hard-ware available in the audio-visual field today is astounding. It appears, that for whatever need the instructor has, there is equipment available to accomplish the task. Frequently the reverse is true; a new piece of equipment will foster new ideas in developing new techniques in education. The secret to "discovering" these new teachers' aids is to correspond with all of the publishing companies, audio-visual manufacturers, professional organizations such as the National Education Association and the Department of Health, Education and Welfare. All of the periodicals published in the field of education will also have information on new discoveries and inventions that are available. The whole key to the successful use of multi-media in Adult Basic Education is the aggressiveness, drive, desire and empathy of the instructor. Nothing else will suffice.

MANPOWER DEVELOPMENT TRAINING PROGRAMS FOR ADULT OFFENDERS

Ronald C. Tarlaian
U. S. Office of Education

Program Development

Background

It has been proved that most offenders, when they enter correctional institutions, have had little training or job skill. While incarcerated, only a few of them receive the kind of skill training and job guidance that enables them to compete successfully for full-time, stable employment upon release. Many persons are released from local and county jails and workhouses annually, most of them after relatively short stays. Characteristically, ex-inmates have had unstable employment experience or perhaps none of real significance. As a group, they are undereducated and have poor attitudes toward the "world of work." Many come from broken homes. Such backgrounds, in combination with a penal record, present grave handicaps to post-release job quests. Lack of job success is apparently a significant factor in the high rate of recidivism among offenders in all parts of the country.

Several research and experimental projects under the MDTA, which included skill training, basic literacy training, counseling, job development and placement, demonstrated appreciable success in enhancing the employability of releasees. In view of the apparent need for training and related services and the benefits to be anticipated through furnishing them more broadly to inmates, Congress has authorized a pilot program under the MDTA through FY 1970. This pilot program is financed 100 percent from Federal funds without regard to State apportionment. It is expected to yield the experience on which to base a comprehensive program of training and related services for all inmates to enable them to obtain suitable, full-time jobs upon release.

Legislative Authority

The authority for training for inmates of Correctional Institutions is provided in Title II, Part D, Section 251 of the Manpower Development and Training Act, as amended, as follows:

> ". . . .the Secretary of Labor shall, during the period ending June 30, 1970, develop and carry out experimental and demonstration programs of training and education for persons in correctional institutions who are in need thereof to obtain employment upon release. Arrangements for such education and training shall be made by the Secretary of Health, Education and Welfare after consultation with the appropriate area manpower development and training advisory committee. Programs under this part shall be conducted through agreement with officials of Federal, State, and local correctional institutions. To the fullest extent practicable, the Secretary of Labor shall utilize the available services of other Federal departments and agencies involved. . . ."

Factors Considered in Development of Projects

(a) Age - 15 years of age and older.

(b) Jurisdiction of confinement - Federal, State and local institutions.

(c) Geographic location of institutions.

(d) Length of sentence.

(e) Types of offenses of trainees.

(f) Educational backgrounds of inmate trainees.

(g) Characteristics of inmate trainees.

Types of Training Projects

(a) Institutional-type training on the prison sites.

(b) Institutional-type training off the prison site, either for groups of inmates or individual inmates, in existing facilities public or private. (Limited to those States with work release laws and Federal institutions operating under the Federal Work Release Law.)

(c) Classroom instruction to supplement work experience.

Related Services Included

(a) Remedial academic instruction usually antecedent to or in combination with skill training. In short-term institutions remedial education alone may be appropriate.

(b) Pre-vocational training, aimed at work attitudes and habits, grooming, techniques of job hunting, usually in combination with or antecedent to skill training. In short-term institutions pre-vocational education alone may be appropriate.

(c) Individual and/or group counseling in combination with training.

(d) Job development and placement services.

(e) Post-release follow-up including counseling and further placement service if needed.

Selection of Occupations

(a) Wide rather than local demand.

(b) Need for coordination with existing academic and vocational training programs.

(c) Facilities and space within the institution.

(d) Projects should be planned to achieve reasonable coincidence between completion of training and release of trainees from the institution.

(e) Institutions must meet the requirement of maintenance of effort. The existence of a vocational training program in an institution does not preclude extending MDTA resources to that institution. MDTA resources should, however, be used to strengthen and broaden the coverage of such programs. MDTA resources may not be used to replace local resources devoted to education and training programs.

Incentive Payments

Inmates in training in projects which provide for incentive payments may have their reserve fund credited with a maximum of $20 per week while in training up to a total of 52 weeks. The incentive payment for a inmate trainee may be augmented by $5 per dependent per week as defined in the Secretary's MDTA regulations, with a maximum of $30 augmentation. This will allow gate-money for inmates and assist them in the crucial weeks after release.

An Overview of Manpower Development and Training Programs In Correctional Institutions

Fiscal 1968 Projects

State	Location	No. of Trainees	Occupations
Alabama	Draper	150	Pre-vocational, Basic Education, Air Condition Repair, Welder, Sign Writer, Pre-release, Auto Service Station Mechanic
California	Jamestown	128	Pre-vocational, Basic Education
Florida	Chattahoochee	120	Auto Mechanic, Appliance Repair, Welder, Electric Motor Winder, Short Order Cook, Baker, Farm Equipment Mechanic
Georgia	Reidsville	214	Auto Mechanic, Draftsman, Welder, Masonary, Offset Pressman, Auto Body, Sewing Machine Repairman
Illinois	Chicago	180	Basic Education, Building Maintenance Man, Furniture Upholster, Offset Pressman, Welder, Construction
Illinois	Vienna	128	Welder, Drafting, Production Machine Operator, Farm Equipment, Mechanic, Office Machine Repairman

State	Location	No. of Trainees	Occupations
Kansas	Lansing	90	Auto Mechanic, Production Machine Mechanic, Laborer, Basic Education
Maine	Thomaston	116	Cook, Sheet Metal Installer, Gas Engine Repair, Auto Mechanic
Michigan	Ionia	16	Cooks, Bakers
Michigan	Jackson	12	Welder Combination
Michigan	Jackson	12	Machine Operator
Michigan	Marquette	15	Machine Operator
Michigan	Ionia	8	Welder
Michigan	Ionia	12	Machine Operator
Minnesota	Stillwater	200	Basic Education, Pre-vocational, Cook, Welder, Production Machine, Draftsman Mechanical, Janitor I, Individual Referrals (50)
Nevada	Carson City	20	Upholstery Furniture
Oregon	Statewide	25	Single Referral
Rhode Island	Howard	45	Production Machine Operator
South Carolina	Columbia & Manning	400	Clerk-General, Auto Mechanic, Bricklayer, Carpenter, Electrical Appliances, Key Punch, Maintenance Man, Programmer, T.V. Service and Repairs, Welder

State	Location	No. of Trainees	Occupations
Tennessee	Memphis	135	Auto Body Repair, Auto Mechanic, Welder, Electrician, Electronics, T.V. Service, Small Gas Engine, Upholsterer
Texas	Fort Worth	60	Pre-Vocational, Remedial, Cook, Laborers, Production Machine, Sheet Metal Fabrication, Welder
Utah	Provo	75	Remedial, Auto Service Mechanic, Auto Body, Diesel Mechanic, Machine Operator, Electric Appliance Repair, Employment Orientation
Washington	Everett	105	Logger-All Round

Fiscal 1969 Projects

State	Location	No. of Trainees	Occupations
Arizona	Florence	12	Drafting
Georgia	Buford & Milledgeville	192	Auto Mechanic, Drafting, Gasoline Repair, Welder, Maintenance Man, Cosmetologist, Bricklayer
Idaho	Boise	45	Single Referral
Indiana	Pendleton	190	Auto Body, Building Maintenance Man, Furniture Upholster, Offset Pressman, Welder, Construction
Kansas	Hutchinson	100	Basic Education, Welder, Draftsman, Production Machine

State	Location	No. of Trainees	Occupations
Kentucky	Lexington	136	Pre-vocational, Auto Mechanics, Welding, Auto Body, Building Maintenance, Clerk-Typist, Nursing Assistant
Minnesota	Sandston	115	Individual Referral, Heavy Equipment, Carpentry, Construction Electrician, Production Machine, Gas Engine
Missouri	Moberly	150	Welder, Draftsman, Meat Cutter, Machine Operator, Office Machine Service
New Hampshire	Concord	20	Cook
New Hampshire	Concord	20	Auto Mechanics
Pennsylvania	Dallas	12	Carpet Layer
Texas	Huntsville	160	Gas Engine Repair, Welder, Furniture Refinishing, Auto Body, Farm Equipment Mechanic, Auto Mechanic, Welder at Ferguson
Wyoming	Rawlins	60	Auto Service Specialist, Carpenter, Lithography

Fiscal 1970 (To Date)

State	Location	No. of Trainees	Occupations
D.C.	D.C.	50	Clerical
Massachusetts	Bristol	60	Auto Mechanic Repair
Massachusetts	Deer Island	15	Accounting Clerk
Massachusetts	Deer Island	15	Draftsman, Detail

State	Location	No. of Trainees	Occupations
Washington	McNeil Island	60	Inspector-General
Massachusetts	Plymouth	24	Landscape Gardner
Massachusetts	Plymouth	20	Auto Body Repair

Summary

Number of Projects.	44
Types of Projects.	2 Federal 50 County 37 State
Age Range.	15-60+
Trainees	3,782 Male 143 Female 3,925 Total

Types and Numbers of Various Occupations.

44 Different occupations
146 Courses - Basic Education, Individual Referrals.

Innovative Features of Manpower Development and Training Programs

Since Manpower Development and Training Section 251 must seek as wide a variety of experiences as possible, the program has sought innovation in training programs within the field of corrections.

Programs for Short-Term Institutions

Short-term institutions yield a challenge to educators in the development of a program befitting their particular needs. MDT has conducted pre-vocational, basic and remedial education within such institutions and the results have lead to the conclusion that there offerings are best for the short-termers. After release, many are referred to skill training under MDT. Sierra Conservation Camp, California, is an example of this type of program.

Varied Programs

Institutions, where inmates have indeterminate sentences and widely varied abilities, present an even greater challenge. MDT has been able to set-up cluster-type programs which are geared to any ability level of an individual as well as presenting them with open-entry/open-ended training. This makes possible the individualization of programs. Kentucky Village is making use of this type training.

Utilization of Various Teaching Methods

Conventional teaching methods and teaching machines are presently being evaluated quite carefully to determine their place in the various correctional settings.

Programmed Instruction can and is being used in correctional training as well as other MDT programs. Many programs have shown that Programmed Instruction is most successful when it is part of the curriculum, not the total curriculum. This is substantiated by (Murphy, 1969) when he states that "the need for an individualized program has already been established, and its extrinsic advantages have been indicated. Individualized work is very quiet work. A totally individualized program can have a built-in pall level in the same manner as does programming." There have been cases where this method of teaching has forsaken group interaction and a common understanding of common problems be they academic, vocational, or social. As Murphy continued, "the result is that an individualized instructional program can be a very dull program."

Involvement of Teacher Aides

Teacher corpsmen are presently being used in Buford, Georgia, and will soon be "tried" at Stillwater, Minnesota. Inmate teacher aides involving short-termers and long-termers are being incorporated into the program at Provo, Utah to see if the short-termers will continue after release and if long-termers will react in a more positive way toward their peers and possibly prepare for a career after release. To develop a cadre of men within the educational setting would be another desired effect.

Library Involvement

A library program intergrated within the vocational curriculum is a feature being assessed in Florida. Just as the library can enhance an appreciation for English and Literature, so can the resources of the library be used to develop an appreciation of the occupation in which the inmate will be trained.

Specialized Programs

Programs designed for specific inmate populations are being developed. Montana, which has a high rate of bad check passers in prison will design a program specifically for this group. Nevada, similarly, will develop a program for the American Indian, Kentucky for the moonshiner, Boston for the Spanish Speaking inmates (only 5% of the population is Spanish Speaking, but 45% commit traffic violations.) A program in Texas used the regular MDT skill center in Fort Worth to train the inmates from Tarrant County Jail in all occupations offered at the center.

Summary

There is no doubt that the overall purpose of MDT training for offenders is to determine whether or not training can aid in the reduction of recidivism. To date, reports from various programs have indicated a much lower recidivism rate among MDT trainees than non-trainees. Minnesota reported only 14% recidivists compared to 66% for the general population. These statistics are for other than first offenders.

The results of training, innovation, etc., will be compiled in order to develop guidelines for the conduct of a comprehensive program of training responsive to the needs of all inmates. What was presented here represents MDT's initial effort in corrections. It does not reflect the total correctional scene which involves many other agencies. It is hoped that by coordinating the expertise of each agency concerned with correctional training, a total rehabilitative approach can be established and effects long lasting.

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MATERIALS AND MEDIA FOR ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

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Introduction

A medium is a means of conveying information, and educational media are such means adapted to educating or instructing as opposed to entertaining or advertising. Textbooks, chalkboards, charts, and other media of conventional teaching are still valuable and important in adult education, but often the inmates in our correctional institutions have not benefited from conventional instruction. The newer media, in which the timing and content can be more under the adult inmate's control, the content can be repeated as many times as desired, and an interesting format can help motivate learning, can be effective in reaching them. The value of these media in comparison with conventional teaching has been demonstrated in many studies (Allen, 1960). These considerations together with the economics that can be effected make it important for us to consider using the newer media. Of the media now available this paper will discuss television, motion pictures, disc recordings and simulations and games (Robinson, 1966).

Television

Television entered the American way of life right after the Second World War and has steadily grown into the largest single medium of communication. Its advantages form an educational standpoint are numerous. It is easy viewing. The attention of the viewer is easily applied. It has been stated "visual activity attains its maximum at about eighteen years of age and declines continually thereafter. Maximum audition activity is attained between fourteen and fifteen years of age, declines very gradually but consistently thereafter to about 65 and then tends to level off (Ruger, 1956)."

An additional advantage is that television is a relatively inexpensive medium when utilized for relatively large groups (Twyford, 1969). After the initial output, maintenance is reasonable and the educational programs, (film or video-tape) are available for future use. It saves duplication of teaching effort. Television or motion pictures can transport a class to any place in the world for any particular event. Furthermore, the event can be reviewed as often as possible without any detail changes.

Most research in adult basic education has been developed in conjunction with job orientation. In some instances the learning is accomplished at the occupational site, as was the successful program in Hartford, Connecticut. In correctional institutions, more so than in federal or state training, instruction must be individualized. The lesson plan for each student must be conceived, accelerated or decelerated, in relation to the student's length of sentence, eligibility for parole, present job skills, and educational attainment. Thus the purpose is to impart a job related, individualized, basic adult education to inmates as economically as possible. The obvious answer is television and motion pictures. Of course neither of these media educate by themselves. Instruction and discussion are required. Priming the students is recommended. The students should have an idea of what they are expected to acquire. The impact of seeing and hearing job skills is far more stimulating than reading a list of do's and don'ts out of a text. Moreover, television has resulted in wider usage of libraries by television students. Books are sought out to supplement the demonstrations reviewed.

A report from the Ford Foundation and the Fund for the Advancement of Education cites an example of teamwork between studio and classroom (The Ford Foundation and the Fund for the Advancement of Education, 1961). The studio teacher plans the lessons, while the classroom teacher is available for priming students for the telecast, individual assistance, and discussion. They work in concert and confer often.

Balanoff discusses the feasibility of state and regional interconnected educational television which would include basic instructional programs for mass audiences (Belanoff, 1966). A program such as this could use the many complete courses for television some universities and other institutions are providing. A very important feature is the discussion time allowed to the classroom teacher for individual instruction. In a relatively small correctional institution this is imperative, as students would rarely be on the same educational level. Generally speaking, the smaller the number of students the more pronounced will be the differences in their deficiencies and in their interests.

Motion Pictures

Films and conventional projection have been available for a longer time than television, but television has increased the audience size for viewing films and made the keeping of a large expensive film library less necessary. Yet the increase in quality of films and dependability of the machines plus certain innovations warrant a reconsideration. Although most of the newer instructional series are on video tape, there are many which are on film, and the number of excellent educational films now available is quite large. The Educational Media Index prepared by the Educational Media Council in 1964 lists the films (and other audiovisual materials, about 30,000 in all) which were available then, and many more (about 5,000) appear each year (Twyford, 1969). The growth of large educational film libraries in all parts of the country is an event which correctional institutions, both large and small, should take advantage of in their educational programs. Rear projection screens and improved quality in front projection screens make room darkening much less important. By utilizing cheaper projectors and saving store space, eight millimeter films are helping to cut costs, especially in the form of film loops which can be viewed over and over again for the learning of simple skills.

Disc Recordings

The value of the record or tape player and the disc or tape recording in adult education can be illustrated by our experience in teaching English at the Canal Zone Penitentiary. The entire Spanish speaking population of the penitentiary was given a recorded course entitled "The Living Language Course (Martin & Alfaro, 1957)." Based on the work of Ralph Wieman, former chief of the language section of the United State Department of War, the course contains forty lessons on four records. Each lesson is played three times nightly, three nights a week and is supplemented by a text. The lessons cover vocabulary, grammar and writing. The method of repetition and word identification by hearing from the disc and by seeing in the issued text has proved successful. The words and sentences are taken from conversation likely to be heard in shops, kitchens, offices, etc.

Initially, reception of the program was somewhat negative. There were some who for one reason or other refused to listen, and attempted to encourage others to "turn off" the program. It was discovered that some of the custodial force were frowning on the lessons. After re-education of the reluctant inmates and officers, there was a marked increase in interest in the program. Inmates who previously had snubbed the course were requesting texts, and an atmosphere of genuine desire to learn prevailed.

The original course has terminated, however, an extension of the course has been developed. The extended course is now on tape and mimeographed pages and will reach the one-hundredth lesson shortly, at which time we shall continue with the extended course on three nights and start from the beginning on three other nights of each week. Spanish lessons are offered through the same medium.

Simulation and Games

Simulation is an old instruction medium which has been receiving renewed attention recently. The idea is to place the student in a learning situation having important similarities to a real situation you want him to understand or to function in. These situations can be as simple as "playing store" for children, or as complex as the Carnegie-

Tech Management Game where decision making is a team effort (Robinson, 1966), or as technical as a simulated command module for spacemen. When the simulation has some built in system of reward or of competition it takes on the added motivation of a game.

Effectiveness of simulations depends upon the sensitivity of the originator to the abilities, interests, and needs of the students. If the students are stimulated to a freer use of library facilities then reading materials must be geared to the level of reading attainment of the student so that his interest will continue and grow. It would seem that the games should be created, planned or modified by the teachers in the classroom. They should attack learning problems of individual interest, but also some important areas of official concern. There are some things about which the adult in prison must be made aware. The accepted community mores, independency, responsibility, and job availability are a few aspects that inmate students must be motivated to learn.

Role playing is an excellent simulation technique. This technique was used with success in the John F. Kennedy Center in Philadelphia for a parts-clerk course (Fifth Annual Report of U.S. Department of Health, Education and Welfare, to the U.S. Congress, 1967). The simulation was complete with paper money, discounts, credits, balancing-of-books, etc.

Experiments conducted in California, Iowa, and Ohio, as described by Knowles (Knowles, 1966), illustrate the desirability of utilizing more than one medium. In one project radios and newspapers were combined with group discussions. Television and newspapers were joined in another.

In Hartford, Connecticut, the manpower trainees received basic education in the occupational training shops. The Detroit Skills Center technicians wrote origianl texts, geared to the occupational training and family experienced of the trainees.

In Elmore, Alabama, the Draper Correctional Center studied the program of a class of twelve potential combination welders. All of these trainees required basic education. When it was discovered that one trainee was unable to read a ruler, a specific course in fractions was planned for that individual. This is the type of individualized work-oriented education which is needed in correctional institutions.

Again, at the Draper Correctional Center, multi-media machines were used for basic reading lessons. The machine orientation featured still and moving projection, tachistoscopic projection, and variable reading-speed devices. A combination of small-group and individual instruction was used. After the intermediate sessions it was noted that participants were increasing their reading speed at a much higher rate than the non-participants.

As the Draper experiment indicated, "teaching machines," with programmed text and film are very effective. For the welding class, the average grade-level increase was one grade in 140 hours of programmed instruction.

Conclusion

Recent years have seen the development of new, and improvement of older, educational media. Materials for adult basic education are considerable and easily available. If we have the determination to educate the educationally difficult persons with whom we deal we should consider all of these resources and choose media and materials that give the best results with each individual.

The United States Office of Education provides the bulk of material presently available and should be encouraged to expand its support of media and materials development for correctional institutions. Materials made available through the Office of Education are less expensive besides reducing unnecessary duplication of effort.

State education agencies, colleges, universities, and local school systems should be tapped for ideas, materials, and inservice training of our personnel. In areas where universities or other institutions have banded together for developing television instruction, correctional institutions in the area should see to it that they are included. Wherever good adult programs originate, an effort should be made to obtain the appropriate rights to use. The agencies mentioned often have film libraries which, if not already available, could be made available to correctional institutions through appropriate negotiation.

If they could be enlisted to our interest, teachers of adult basic education programs in public school systems, industry, and the military, who are specifically well informed on modern instructional-media, could add a wealth of material to our institutional programs.

The Manpower Training Programs, both State and Federal, have much to offer. The success of some innovations in their work-oriented programs justify implementation in correctional institutions.

It seems that the problem of acquiring additional materials and media techniques is a financial one, rather than one of availability.

However, our educational goals, as part of our overall goals of rehabilitation, would seem to justify the use of a larger portion of our institutional budgets to accomplish these goals. With sound administration and proper maintenance, the continuing program would probably result in a decrease in expense of the overall program.

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INDIVIDUAL DIFFERENCES AMONG OFFENDERS

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Introduction

This presentation will attempt to focus on inmate characteristics, the inmate subculture, typologies and diagnosis and treatment planning. The final report of the Joint Commission on Correctional Manpower and Training states:

> "Much more is known today about the offender population in its aggregate form than in terms of specifics. The Joint Commission has found an appalling lack of systematized information on the characteristics of offenders. There is no simple way to sum up what is actually known about offenders as individuals. As the President's Commission on Law Enforcement and Administration of Justice pointed out, there are striking differences among them. Some seem firmly committed to crime as a way of life. Many more apparently have quite conventional values. Still others appear to be aimless and uncommitted to any clear-cut goals. Among the offender populations are the psychologically disturbed, alcoholics, drug addicts, seniles, and persons who have been caught up in cycles of poverty and underemployment (p. 55)."[1]

The Joint Commission (A Time to Act, 1969) also indicates that juveniles comprise approximately a third of the offender group committed to institutions and community programs and that a majority of major crime arrests are of people under 18 years of age. These factors become increasingly significant when we consider that recidivism rates for young offenders are higher than those of the adult correctional offender.

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[1] A Time To Act, Final Report of the Joint Commission on Correctional Manpower and Training, October, 1969, p. 55.

Correctional administration must, among other things, be mindful of current and future clientele characteristics if they are to effectively maintain and develop treatment programs designed to rehabilitate.

Inmate Characteristics

One method administrators have of informing themselves and others of offender characteristics is to systematically review prison commitments at time of intake. The Michigan Department of Corrections has compiled criminal statistics relating to court dispositions, probation, prison commitments, parole board activities and parole supervision since 1965.

A review of the 1968 Criminal Statistics[2] shows that over one-half of all male commitments were under the age of 25 years, one in six being under the age of twenty and that 41 per cent of all commitments were born outside the State of Michigan.

Most commitments reflected a need and capacity for more schooling. Of 3,323 commitments on whom test results were available, 2,011 or over 60 per cent had an I.Q. of 90 or above, adequate to complete high school. Yet only 37 attained a twelth grade level in test school grade rating. Of the total tested, 747 were at the fourth grade level or below.

Examination of the personal characteristics of persons committed to prison during 1968 reveals that many had significant personality disorders and were in need of specialized treatment. Nearly 44 per cent had a history of referral, examination or diagnosis for emotional or mental disorders.

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[2] Criminal Statistics 1968, State of Michigan, Department of Corrections.

The work records of 1,884 inmates indicated an unstable employment history and 47 per cent had a history of prior confinement in a correctional institution.

The following tables[3] provide data on characteristics such as:

1. Age, sex, color, place, and/or region of birth
2. Average grade rating by IQ groups
3. Psychiatric history
4. Use of drugs
5. Use of alcohol
6. Psychosexual indications
7. School adjustment
8. Work adjustment
9. Total time in correctional institutions
10. Previous record of offenders

Inmate Subculture

The value of compiling statistics on offender characteristics is related to broad organizational planning and evaluation and should not be confused with diagnosis and treatment goals. Most treatment organizations classify their clientele in categories and develop activities and programs accordingly. Often times the client is categorized into a distinct group but is then handled or processed uniformly and en masse.[4]

Correctional institutions, like mental hospitals often times develop extremely sound disciplines within the facility but overlook the social system in which the treatment is to take place.[5]

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[3] Ibid.

[4] Vinter, Robert D. Analysis of Treatment Organizations. Social Work, July 1963, 3-15.

[5] For an analysis of prison social structure and systems the reader is referred to books and articles by Robert Vinter, Morris Janowitz, Albert Cohen, Lloyd Ohlin and William Lawrence, Clarence Schrage and Richard Cloward.

D35010

COMMITMENTS TO CORRECTIONAL FACILITIES FOR THE YEAR 1968
BY AGE, SEX, COLOR, PLACE, AND/OR REGION OF BIRTH

TABLE 82

AGE GROUPS	COLOR*	TOTALS	BORN IN MICHIGAN	TOT.BORN OUTSTATE	E.N.CENTR. (EX.MICH.)	MID.ATLA. & N. ENG.	W.N.C. & FAR WEST	S. CENTRAL & S. ATLANTIC	FOREIGN BORN
ALL MALES		3194	1887	1307	188	78	112	928	1
TOTALS	W	1589	1153	436	101	50	54	231	
	N	1605	734	871	87	28	58	697	1
15 - 19	W	254	197	57	9	5	6	35	
	N	311	211	100	5	6	9	80	
20 - 24	W	534	414	120	31	7	14	68	
	N	515	288	227	20	8	17	182	
25 - 29	W	315	221	94	17	11	12	54	
	N	281	107	174	19	4	9	142	
30 - 34	W	141	94	47	10	9	6	22	
	N	172	58	114	12	1	9	92	
35 - 39	W	106	62	44	12	5	6	21	
	N	117	39	78	9	3	2	64	
40 - 44	W	87	50	37	12	6	1	18	
	N	110	26	84	14	5	4	60	1
45 - 49	W	41	28	13	1	2	3	7	
	N	47	8	39	3	1	3	32	
50 - 54	W	28	18	10	3	2	3	2	
	N	28	1	27			1	26	
55 - 59	W	14	6	8	2	2		4	
	N	9		9				9	
60 - UP	W	9	3	6	4	1	1		
	N	75	56	19	5		4	10	
FEMALES	W	7	4	3			2	1	
	N	110	60	50	15	4	5	26	

* W - WHITE * N - NONWHITE

D35006 1968 COMMITMENTS TABLE B3

AVERAGE SCHOOL GRADE RATING BY I Q GROUPS

I.Q. GROUPS	TOTALS	ILLITERATE	GRADES 2	3	4	5	6	7	8	9	10	11	12
TOTAL	3323	111	26	223	387	486	550	517	378	316	196	95	38
0 - 49	27	3	2	17	2	2	1						
50 - 59	62	7	6	26	21	2							
60 - 69	196	13	6	55	88	28	5			1			
70 - 79	428	38	5	69	158	108	39	7	3	1			
80 - 89	599	33	4	41	94	206	151	49	14	3	3		1
90 - 99	585	11	1	14	18	112	212	155	54	7	1		
100 - 109	611	2	2	1	5	22	119	207	145	73	29	4	2
110 - 119	465				1	4	21	86	133	136	65	15	4
120 - 129	257					2	2	12	27	86	72	45	8
130 -	93							1	2	9	26	31	23

CASES NOT REPORTED 627

D35008

TABLE R4

PERSONAL CHARACTERISTICS OF OFFENDERS - 1968 COMMITMENTS

PSYCHIATRIC HISTORY

TOTAL	3199
NO HISTORY OF REFERRAL, EXAMINATION OR TREATMENT	1756
REFERRAL OR EXAMINATION FOR EMOTIONAL OR MENTAL CONDITION	1404
REFERRAL, EXAMINATION OR DIAGNOSIS FOR MENTAL DEFICIENCY OR EPILEPSY	39

USE OF DRUGS

TOTAL	3256
NONE	2608
USE OF HABIT-FORMING DRUGS	336
OCCASIONAL USE OFADDICTING DRUGS	89
MILDLY ADDICTED	96
SEVERELY ADDICTED	127

USE OF ALCOHOL

TOTAL	3229
NOT SIGNIFICANT	1404
MODERATE WITH LOW TOLERANCE	1301
ALCOHOLIC	458
CHRONIC ALCOHLIC	66

PSYCHOSEXUAL INDICATIONS

TOTAL	2775
SATISFACTORY HETEROSEXUAL	1788
UNSATISFACTORY HETEROSEXUAL	115
PROMISCUITY	750
AVOIDANCE	14
NO OPPORTUNITY	11

DEVIANT

HOMOSEXUAL	37
AUTOEROTIC	0
OTHER DEVIANT	56
AVOIDANCE	4
NO OPPORTUNITY	0

SCHOOL ADJUSTMENT

TOTAL 2022

	RELATIONSHIPS WITH FELLOW STUDENTS					
	SOCIALLY ACCEPTABLE			ANTISOCIAL		
RELATIONSHIP TO TEACHERS	LEADER	FOLLOWER	ISOLATE	LEADER	FOLLOWER	ISOLATE
ACTIVELY RELATED	36	37	17	4	10	1
CONFORMED	48	660	111	7	32	7
ANTAGONISTIC OR INDIFFERENT	33	365	168	88	398	0

WORK ADJUSTMENT

TOTAL	3210
HIGHLY DEPENDABLE	48
ADEQUATE	690
UNSTABLE	1884
UNDETERMINED	588

TOTAL TIME IN CORRECTIONAL INSTITUTIONS

TOTAL	3271
NONE	664
TO 1 YR	1060
1 TO 3	699
3 TO 5	337
5 TO 10	312
OVER 10	199

THE GRAND TOTAL COMMITMENTS FOR 1968 WAS 3950.

PERSONAL CHARACTERISTICS OF OFFENDERS - 1968 COMMITMENTS

PREVIOUS RECORD OF OFFENDERS

PRISON TERMS	
TOTAL	1436
1	738
2	343
3	177
4	100
5	42
6	22
7	5
8	3
9	6

JAIL TERMS	
TOTAL	1818
1	786
2	454
3	232
4	166
5	98
6	51
7 OR MORE	31

ADULT PROBATION TERMS	
TOTAL	1867
1	1325
2	392
3	110
4	31
5	6
6	1
7	2

JUVENILE CORR.HISTORY	
TOTAL	1513
B.I.S.	119
OTHER JUV. COMM.	263
JUVENILE PROBATION	387
B.I.S. & JUV. PROB.	402
JUV. COMM. & PROB.	342

AGE AT FIRST ATTENTION OF AUTHORITIES	
TOTAL	3273
UNDER 10	100
10 - 12	401
13 - 14	658
15 - 16	651
17 - 18	576
19 - 20	335
21 - UP	552

THE GRAND TOTAL OF COMMITMENTS WAS 3950.

Within the institution there seems to be five subsystems in operation. These are: the client system, staff-client relations, staff-staff relations, institutional-local community relations, and staff-parent organization relations.[6] It is maintained that the degree of articulation of these five subsystems determines the degree of goal attainment of the institution.

At the present time many institutions are consciously striving to achieve treatment or rehabilitation goals. Since one of the barriers to rehabilitation of the client is, in part, the conflict between the informal and formal system it is crucial that purposeful, definable methods be employed to reduce this conflict. Clients in correctional institutions seem to be representative of what can be referred to as a delinquent subculture. Upon entering the institution they bring with them certain attitudes and values of how one should inter-act in society. Many times these attitudes are in direct opposition with socially acceptable values. The clients, by their very nature of being committed to the institution, have displayed an inability to function according to socially acceptable values. Before entering the institution they developed a role system that would give them certain need gratifications. When the client enters the institution, he is once again faced with a conflicting social system. The formal goals of the organization represent societal values with which the client was in conflict before entering the institution, while the informal structure represents his own reference group.

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[6] Morris Janowitz and Robert Vinter, "Effective Institutions for Juvenile Delinquents: A Research Statement", University of Michigan, November 21, 1958.

The institution can be viewed as an extension service of the larger society and serves many of its functions. One of these functions is the rehabilitation of those who have violated the legal norms of society. These violations indicate that the individual either does not have sufficient ego and super-ego control, or does not share the values of the larger society. In either case it leaves with the institution the task of changing individual patterns of behavior.

The very nature of the client's background and present status indicate that he cannot function adequately in society until some basic changes are made in his mode of behavior. The institution, then, must develop methods directed at changing the client's values, attitudes, and patterns of behavior.

At this point it may be helpful to explore more closely informal systems in order to observe some of the mechanisms that perpetuate its existence, and possibly to discover some of its positive features.

Within institutions and other places of group living it has been recognized that certain relationships exist within and between the participants. Roles or positions emerge with the group and are occupied by the members. Within this informal social structure high and low status roles emerge. Each person within the structure comes to occupy a status and plays a role. These positions and the structure they constitute are typically beyond the direct control of staff, often unknown in detail by them, and possibly contrary to their desires.

Customarily, the formal structure in an organization is paralleled by an informal structure which may be quite different. Thus, the members of a group may be expected to do certain things, or relate to others in certain ways, according to the formal structure, but may also feel quite different influences stemming from the informal structure.[7]

A group is more able to influence its members the more the members perceive it as a source of satisfaction for their needs. We should expect greater pressures to conform to that structure which provides greater need satisfaction. In any organization, to the degree that the formal structure does not adequately satisfy the needs of the individuals, we will find the emergence of an informal structure.

An effective treatment strategy must insure the client the following preconditions[8] for change:

1. The total structure must permit the client to pursue treatment ends without loss of peer acceptance because of his treatment orientation.
2. The client must be free to perceive treatment as a desirable end.
3. The client must be surrounded by others who perceive treatment as desirable and legitimate.

Criminal Typology

Criminal typology is the classification and explanation of specific patterns of criminal behavior in terms of the particular kinds of offenders who engage in these specific patterns of crime.[9]

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[7] Alvin Zander and Darwin Cartwright, Group Dynamics (New York: Row, Petersonand Co., 1953), p. 420, "Citing" Management and the Worker, F. J. Roethlisberger and W. J. Dickson.

[8] Wells, H. Gary, Group Methods In Correctional Settings. Unpublished term paper, University of Michigan, 1959.

[9] Roebuck, J. B. Criminal Typology. Springfield, Illinois: Charles C. Thomas, 1967.

There have been as many as twenty-three separate typological approaches identified. These approaches can be distributed among five general categories:[10]

1. Prior probability approaches
2. Psychiatrically oriented approaches
3. Reference-group and social-class typologies
4. Behavior classifications
5. Social perception and interaction typologies

Conrad[11] feels the interaction typology offers the most promise for corrections in that it defines the client's problem and provides a base for solutions. Conrad[12] goes on to say that "to define the offender's problem in terms of experience with similar offenders previously dealt with is to arrive at some notions as to possible solutions. The shotgun sprayed at the whole offender group is replaced by a rifle aimed at a specific problem with a specific intended effect."

The Robert F. Kennedy Youth Center[13] has developed behavior categories and has styled a differential treatment model based on these categories. There is certainly a need for the development of typologies of this kind for research into the effectiveness of treatment.

The psychiatrically oriented approaches are most significantly applied in child guidance clinics and do not seem to be of much value for corrections. Reference-group and social-class typologies do not specifically indicate how social types should be managed.

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[10] Conrad, J. Crime and Its Correction. Berkeley and Los Angeles, California: University of California Press, 1965.

[11] Ibid.

[12] Ibid.

[13] Gerard, R. Differential Treatment: A Way To Begin. Robert F. Kennedy Youth Center, 1969.

Diagnosis and Treatment Planning

The diagnostic process[14] should include the professional staff worker's activities directed toward the collection and synthesis of information which will enable him to prepare a diagnostic statement. Diagnosis should be a practitioner effort in which he determines by study and examination the nature of the offender's problem(s) in relation to the institutions helping resources. Within the treatment sequence diagnostic statements should be revised to reflect preliminary, working and terminal statements since diagnosis and treatment should be viewed as parts of a single process. They are differentiated for analytic purposes but each influences the other throughout the period of incarceration.

Treatment planning should spell out the strategy the institution intends to follow and the conditions hoped to be created that can lead to the realization of the treatment goals. The goals must be realistic, in keeping with the individual's resources, and should spell out what performance levels can be achieved if the goals are attained. The goals must have carry-over value so that the offender's new state of functioning is positive and useful upon his release.

Implications For Program

Conventional methods of classification tends to separate offenders for control and program purposes; however, the actual treatment received is more pronounced by its similarities than its differences. There is a pronounced tendency to offer all offenders the same type of treatment exposure in hopes that one or two or a combination of things may have an effect on future community adjustment. Such an approach does not lend itself to evaluation in that one is never sure which strategy had a significant impact.

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[14] Class Notes, University of Michigan, 1957.

Effective treatment planning should therefore include a thorough assessment of the individual, his strengths and weaknesses and present state of functioning, desired state, treatment strategies designed to bring about changes and a research design that can measure points of impact.

AN INNOVATIVE TESTING PROGRAM IN CORRECTIONAL INSTITUTIONS

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A Look at the Public Offender in Alaska

In August of 1969, a study entitled "The Public Offender in Alaska" (Anderson, 1969) was completed as a survey of inmates incarcerated under Alaskan statutes. The study was undertaken in two parts, the first being a 3 per cent random sample of more than 26,000 records on file. The second was interviews with 50 per cent of the total number incarcerated under Alaskan statutes and covered a wide variety of penal institutions which ranged from a small city jail in Alaska to large federal institutions such as McNeil Island and Leavenworth.

Four factors in particular, stand apart as indicators of success and failure in the avowed role of correctional institutions in education and rehabilitation.

The first is that of statistics in relation to recidivism. Twenty-eight point five per cent were incarcerated for the first time, with 71.5 per cent serving their second, or more, incarceration. Thirty-nine point eight per cent of these were serving their fifth or more incarceration!

The second with the employment or vocational profile of these people. Sixty-one per cent were employed in outdoor-physical type of work. Ninety per cent worked at the skilled, semi-skilled or unskilled levels. Only 10.5 were employed at the professional or semi-professional level. Sixty per cent were unemployed at the time of their arrest.

Another factor in the employment history was that those who were unemployed for less than a month at a time totaled only 9.4 per cent while those who were unemployed for more than three months at a time totaled 55.0 per cent, and of these, 14.1 per cent were unemployed for longer than twelve months.

In considering those who had held jobs for the longest period of time, 56.2 per cent held a steady job less than a year, and of these 38.8 per cent held steady jobs less than six months.

The third factor was alcohol involvement in the current offense and 64.8 per cent admitted alcohol to be a contributing factor in their present offense.

The fourth factor deals with vocational training or education. One-third of the group completed vocational training of some kind, and 40 per cent of these received their training in penal institutions. Of those who had completed vocational training, 36 per cent reported that they never worked at a job for which they were trained while 50 per cent reported they worked less than ninety days on the job for which they were trained.

The first factor, that of recidivism, is a symptom of the other factors mentioned plus others on which statistics are unavailable. If it is assumed that the training given was adequate and that employment opportunities were appropriate and reasonable, then we are left with a great question mark as to why these people failed or continued to fail. There is at least an indication that institutions obligated to bring about changes in behavior must involve themselves in more than vocational counseling, training and placement.

Consideration of Individual Differences

It has long been realized that an individualized approach to learning is the most effective. Because of the need to educate large numbers of young people in our public schools, and because of the generally similar goals of a high school education, individualized instruction has been largely untried and unused. This method has worked, or we have convinced ourselves that it has worked primarily because a large percentage of the total have finished high school, gone on to college or some type of vocational training and found their "niche" in society.

That group in society known as the public offender are found to be atypical in nearly every facet of social adjustment, education, cultural background and present offense and sentence they are now serving. A few of these differences are outlined below.

Ethnic Groups of Alaskan Inmates

In the same survey, Anderson (1969) has indicated a large variety of ethnic backgrounds of Alaskan offenders. A breakdown by percentage indicated: Aleut, 6.3 per cent; Eskimo, 21.1 per cent; Interior Indian, 10.9 per cent; Southeast Indian, 9.2 per cent; Negro 4.2 per cent; Native, subgroup unknown, 1.4 per cent; Caucasian, 43.3 per cent; and Other, 3.5 per cent.

Anderson, K. J., The Public Offender in Alaska. Statewide Planning Project for Vocational Rehabilitation Services, August 1969, Rehabilitation Services Administration, Grant No. 5-2-81, Alaska State Department of Education.

It becomes readily apparent that "plugging in" people to a fixed or generalized education or rehabilitation program would not likely be effective. Individual differences in ethnic groups provide a special need for adjustments in curriculum and testing and evaluation. Differences between ethnic groups are sharp enough when viewing society as a whole but when seen within the confines of a penal or correctional institution these differences become more sharply defined.

Anastasi (1957) in discussing "cross cultural" testing points out the difficulties and problems involved. "Emotional and motivational factors likewise influence test performance. Among the many relevant conditions which differ from culture to culture may be mentioned in the intrinsic interest of the test content, rapport with the examiner, drive to do well on a test, desire to excel others, and past habits of solving problems individually or cooperatively. Each culture encourages and fosters certain abilities and ways of behavior and discourages or suppresses others."

Cultural Backgrounds

Several factors are mentioned here. A history of family disruption indicate 48.1 per cent of the Alaskan offenders came from families which suffered the loss of one or both parents due to divorce, death, desertion, separation. This was prior to the normal time when they would have left home and established themselves independently.

Family mobility, those who resided in two or more communities before the age of ten, was 60.2 per cent.

Indicators of institutionalization showed that 19 per cent have lived in at least one foster home, 15 per cent have lived in group homes and 29 per cent have spent two or more months in hospitals.

Educational Backgrounds

Graduation from high school was accomplished by 16.6 per cent, 23 per cent went no further than the seventh grade and 45 per cent went no further than the eighth grade. Eighty-three point five per cent never completed high school.

There are also social implications in this lack of schooling. Social sophistication is an added benefit in scholastic education. A high percentage of public offenders are found lacking in this area.

Ages of Alaskan Inmates

Ages varied from eleven years to sixty-fives years and were distributed in a platykurtic curve with 68.3 per cent being under forty years of age.

Length of Sentence for Alaskan Inmates

27.5 per cent were serving less than one year.

26.3 per cent were serving one to five years.

14.5 per cent were serving six years to life.

29.6 per cent were awaiting trial, indeterminate sentences or unknown.

Appraisal

Although particulars may change, both in degree and number, a similar profile can be drawn in many other institutions. Institutions, which may be considered as a sub-culture, contain individuals who may be considered as atypical in as many areas as can be mentioned. The areas of difference mentioned above only serve to emphasize the problem. There are many other areas which were not listed but are equally important.

Generalizations on the Present System

A cursory inspection reveals many organizations, departments, programs, grants, government bodies, and plans for the rehabilitation of the public offender before, during, and subsequent to, incarcertaion.

Limited observation indicates that individuals may be chosen for rehabilitation programs in a manner more suited to the convenience of the agency providing it, than to the individual who is receiving it.

Admittedly, limited observations should not be generalized and there are many organizations that have made inroads into solutions of the problem of rehabilitating public offenders. However, the consistently high rate of recidivism in the United States tends to support the suggestion that there are a great many shortcomings in the present system of criminal rehabilitation.

LaMar T. Empey in a Seminar convened by the Joint Commission on Correctional Manpower and Training, makes succinct this failure to rehabilitate. "It has often been noted that one reason why we have not

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Anderson, K. J., The Public Offender in Alaska. Statewide Planning Project for Vocational Rehabilitation Services, August 1969, Rehabilitation Services Administration, Grant No. 5-2-81, Alaska State Department of Education.

Anastasi, A. Psychological Testing. (5th ed.). New York: The Macmillan Company, 1957.

Cronback, L. J., Essentials of Psychological Testing. (2nd ed.). New York: Harper & Brothers, 1960.

been successful in rehabilitating offenders is that we have not developed an adequate theoretical base on which to build treatment strategies. Fundamental to the construction of such a base is a clear definition of terms followed by a specification of the problems to be addressed."

A Proposal for an Innovative Testing Program

"Fundamental to the construction of such a base is a clear definition of terms followed by a specification of the problems to be addressed" (Empey, 1968).

There are several avenues of approach, and many programs that should be re-evaluated and adjusted to accomplish the aim of rehabilitation. Finding the "problem to be addressed" is perhaps the most basic and immediate approach.

A testing program designed to delineate specific and individual problems should be the first step in rehabilitation. A broadly conceived testing program has the advantages of reasonable cost and little or no adjustment or dislocation of equipment or personnel, and can readily be implemented by the most "fiscally barren" institutions.

Purpose

Again, the major flaw in many rehabilitation programs lies in the inability to diagnose needs, prepare appropriate objectives, coordinate

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Empey, L. T., Offender Participation in the Correctional Process: General Theoretical Issues. *Offenders as a Correctional Manpower Resource*. Joint Commission on Correctional Manpower and Training, 1968. 5-21.

with responsible agencies, and evaluate existing programs. An effective testing program, one conceived to reveal as many aspects of individual needs as possible, can increase effectiveness of rehabilitation programs.

Listed below are some of the broader benefits accrued by the use of an "Innovative Testing Program."

Determining Individual Needs and Areas of Weakness. A shift in emphasis is needed. An emphasis on individual differences rather than group standing is important to the success of the programs for public offenders. Mager (1962) concludes a fable in the preface of his book with the moral: "If you're not sure where you're going, you're liable to end up someplace else."

Curriculum Guides. The normal curriculum in use by the majority of public and private schools in the United States have proven largely ineffective in affecting the education and behavior of the public offender. A realization of individual differences should be paramount in constructing guides for education of the public offender. A testing program can provide this function.

Placement. With a broad spectrum of experience, abilities and needs of those in correctional institutions; where to begin presents a major challenge. To tailor a program for an individual that is neither discouraging nor boring can greatly affect later programs.

Evaluation. Even the most carefully prepared and planned correctional or rehabilitation program may prove ineffective. There is often a temptation to assume that "going through the motions" is accomplishing goals.

A means of testing or evaluating goals is vital. In cybernetics "feedback" is an integral part of the total program, as it should be in education.

Historical Perspective. It has been said that the reason for such great leaps in scientific advancement is the availability of recorded data for succeeding investigators. It is felt that the present status of rehabilitation of public offenders would have been greatly improved with the additional knowledge of what has not succeeded in the past.

A means of future evaluation should also be considered. In his survey, Anderson (1969) originally intended to complete his survey with a records search of 26,000 individual files in the State Division of Corrections archives. Sketchy, inappropriate or missing information made it necessary to enlarge the survey to include personal interviews; with the resultant increase in effort and expenditure.

In addition, justification of program now in use and proposals for future programs need some means of fiscal justification to those who "hold the purse strings."

Continuity. Turnover of personnel in institutions is inevitable, as is confusion. Disruption during change is not only time consuming and frustrating for the staff, but threatening to the inmates who are already vulnerable to change of any kind. An effective, organized testing program can supply the inertia to carry on-going programs through many types of disorganization.

Sense of Accomplishment. Accomplishments need documentation to be fully comprehended. Security and a certain degree of structure are part of the rehabilitation program and a sense of accomplishment can enhance these factors. A sense of status which is factual, not contrived, is important.

Factors of an Innovative Testing Program

Historical. May include social, personal and vocational history, such as: Ethnic group, minority group, sub-culture; marital status and family history, personal history, criminal record, educational history, vocational training, social sophistication, physical disabilities, drinking habits, work history, and general attitudes.

Mental. Measurements of intelligence, achievement, personality, mental instability, aptitudes and behavior patterns. Comprehensive testing program in this area will usually require a professional, but much can be done by educators, counselors, and staff in the organization and use of mental measurements.

Interest. Limited in use and application, interest tests and inventories have definite value in an overall testing program.

Standardization. Standardization can greatly ease the adjustment period of individuals transferred from one institution to another. When standardized testing programs are used, merging of transferred individuals is greatly facilitated and more effectively utilized.

Suggested Resources for an Innovative Testing Program

It is assumed that there are many who are unfamiliar with the organization, use,and interpretation of tests. For this reason a short bibliography of the various types of tests, statistical methods, use in curriculum planning and individual profiles, is given below.

Basic Testing and Statistical Concepts

Downie, N. M. Types of Test Scores. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Downie, N. M. & Heath, R. W. Basic Statistical Methods. (2nd ed.) New York: Harper & Row, 1965.

Froehlich, C. P. & Hoyt, K. B. Guidance Testing. (3rd ed.) Chicago: Science Research Associates, Inc., 1959.

Stodola, Q. & Stordahl, K. Basic Educational Tests and Measurement. Chicago: Science Research Associates, Inc., 1957.

Traxler, A. E. & North, R. D. The Selection and Use of Tests in a School Testing Program. In W. G. Findley (Ed.) The Impact and Improvement of School Testing Programs. Chicago: National Society for the Study of Education, 1963. Pp. 211-231.

Womer, F. B. Basic Concepts in Testing. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Anderson, K. J., The Public Offender in Alaska. Statewide Planning Project for Vocational Rehabilitation Services, August 1969, Rehabilitation Services Administration, Grant No. 5-2-81, Alaska State Department of Education.

Empey, L. T., Offender Participation in the Correctional Process: General Theoretical Issues. Offenders as a Correctional Manpower Resource. Joint Commission on Correctional Manpower and Training, 1968, p. 5-21.

Mager, R. F., Preparing Objectives for Programmed Instruction. San Francisco: Fearon Publishers, 1962.

Testing and Curriculum

Lanning, F. W. & Many, W. A. *Basic Education for the Disadvantaged Adult*. Boston: Houghton Mifflin Company, 1966.

Mager, R. F. *Preparing Objectives for Programmed Instruction*. San Francisco: Fearon Publishers, 1962.

Otto, W. & McMenemy, R. A. *Corrective and Remedial Teaching*. Boston: Houghton Mifflin Company, 1966.

Stodola, Q. & Stordahl, K. *Basic Educational Tests and Measurement*. Chicago: Science Research Associates, Inc., 1957.

Traxler, A. E. & North, R. D. The Selection and Use of Tests in a School Testing Program. In W. G. Findley (Ed.) *The Impact and Improvement of School Testing Programs*. Chicago: National Society for the Study of Education, 1963. Pp. 211-231.

Testing Problems, Implications, and Programs

Bauernfeind, R. H. *School Testing Programs*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Lanning, F. W. & Many, W. A. *Basic Education for the Disadvantaged Adult*. Boston: Houghton Mifflin Company, 1966.

Mager, R. F. *Developing Attitude Toward Learning*. Palo Alto: Fearon Publishers, 1968.

Psychological Testing

Anastasi, A. *Psychological Testing*. (5th ed.). New York: The Macmillan Company, 1957.

Cottle, W. C. *Interest and Personality Inventories*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Cronbach, L. J. *Essentials of Psychological Testing*. (2nd ed.). New York: Harper & Brothers, 1960.

Lyman, H. B. *Intelligence, Aptitude, and Achievement Testing*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Stodola, Q. & Stordahl, K. *Basic Educational Tests and Measurement*. Chicago: Science Research Associates, Inc., 1957.

Testing, Anecdotal and Historical Information, and Counseling

Meyering, R. A. Uses of Test Data in Counseling. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Company, 1968.

Otto, W. & McMenemy, R. A. Corrective and Remedial Teaching. Boston: Houghton Mifflin Company, 1966.

Tyler, L. E. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953.

Summary

The beginning of this paper sets forth a problem in correctional institutions as evidence by a failure to rehabilitate public offenders. Factors relating to this failure were indicated by a profile of a significant percentage of public offenders in Alaska showing institutional populations differing as individuals in nearly every aspect of social, psychological and vocational backgrounds; having in common only that of being atypical of society as a whole.

It was then suggested that the present system often fails in that organizations responsible for the education and rehabilitation of the public offender may operate in a manner more convenient to their own organization than to the appropriate application of programs suited to individual needs.

Problems of rehabilitation cannot be this easily dismissed, of course, but lack of coordination and realization of what is likely to be the most appropriate therapy for the public offender, is a very real problem which should be addressed.

As a solution to these shortcomings, an Innovative Testing Program is suggested to delineate individual differences among public offenders and to aid in devising an "adequate theoretical base on which to build treatment strategies." In addition, such individual profiles can coordinate agencies to apply programs which are most appropriate to the individual receiving it.

Since each institution differs in size, staff, organization, and monies available to implement a testing program; general ideas, suggestions, and resources were presented with the assumption that responsible individuals within various institutions will devise and implement their own Innovative Testing Program in Correctional Institutions.

MOTIVATING THE INMATE LEARNER TO LEARN

Harry H. Woodward, Jr.
WCS Center for Community
and Social Concerns, Inc.

Introduction

This paper will be based on my experiences in the two jobs which I currently hold and on my past experiences with the anti-poverty program.

First of all, I am the full-time director of Guides For Better Living, an inspirational, motivational program that has been in existence since 1962. From one correctional institution in Illinois it has now expanded to include 45 institutions in fourteen states, and we consider this just a beginning.

Secondly, I am, and have been for five years, a part-time instructor at the Center for Inner City Studies, a special graduate program at Northeastern College in Chicago which focuses on experienced teachers working in inner city schools. In the MA sequence we attempt to advise the teachers in ways that they can be more effective with children who have learning problems.

Finally, before I came to my present full-time job, I was the director of the Halsted Urban Progress Center for three years. This is a branch of the Chicago Committee on Urban Opportunity, the official anti-poverty agency for the city. In this capacity I was responsible for an area of approximately 140,000 people who shared only one thing in common--they were poor. Otherwise they differed in race, creed, religion, language, and ethnic background. While I was there, we established Operation Headstart, Upward Bound, English as a second language, training programs for Neighborhood Youth Corps members, staff training programs primarily for non-professionals, and during the summer we had special projects for ex-cons, which, while categorized as work, were primarily training.

Guides For Better Living

To steal an expression from Marshall McLuhan, the founder of this program is the message.

W. Clement Stone, Chairman of the Board, Combined Insurance Company of America, is a self-made multi-millionaire. He established his first company in 1921 and has been expanding ever since, and, given good health by the grace of God, will continue to do so in the future. Much of the information about Mr. Stone's rise to riches can be found in the book The Success System That Never Fails, so I will not attempt to repeat or improve upon what he has to say about his life or goals. It's there for the reading.

There is, however, one part of the story that I must extract as it is inextricably related to the subject we are discussing today. I refer to his system of inspiring and motivating his salesmen.

As Mr. Stone developed his company, it did not take him long to realize that a great segment of the population had qualms about selling products, and this is particularly true of insurance salesmen. For they, unlike other salesmen, are not selling a tangible, immediately useful product, but they must convince a relatively happy, healthy, stable person that a tenuous statistical possibility exists that in the future he will be the victim of a car crash, bad health, or untimely death.

Mr. Stone recognized the fears that an ordinary person would have in approaching a buyer and bringing up a subject he would ordinarily just as soon not think about let along part with money for--hard earned or otherwise. He recognized these fears because he shared them. The first obstacle he overcame on the road to success was himself; he had to master his own reluctance to approach people and take up their time.

Importance of Time

A parenthetical aside at this point. This was the period when he discovered that you go to jail for stealing a person's goods or money but not his time! You might reflect on which of these commodities is of the most value to you.

Developing Training Program

From his own past experiences, and relying on other authors who had done similar work (in the Guides For Better Living course we use works of Napoleon Hill and W. H. Danforth in addition to Mr. Stone's), he developed a training program for his salesmen which would change an ordinary individual with all of his inborn resistance to the calling--we don't believe that salesmen are born, they are made--into quite an effective salesman. I think, to use a term much loved by the social scientists, the "validity" of his efforts can be determined by examining the growth of Combined Insurance Company. A ten thousand dollar investment in 1951 would now be worth in the vicinity of eleven million dollars.

Motivational Programs are Part of Business

If I have suggested in the previous statements that Mr. Stone was unique in operating the type of training program he set up in his company, let me hasten to add that this is not so. Virtually every business organization sales or otherwise, uses some type of motivational training for their staff. It is probably true that he trained people that other companies would not take a chance on, but this would be such a difficult point to prove that I suspect it is best forgotten. My point is that successful businesses have long ago discovered that the mere availability of an opportunity does not insure that an individual will be inspired to take advantage of it.

Lack of Motivation in Poverty Program

What importance should one attach to the preceeding statement? Let me summarize a speech I heard the then Vice President, Hubert Humphrey, make in Washington, D. C., in February, 1968, before an urban crisis seminar convened by the U. S. Chamber of Commerce. Mr. Humphrey told the assembly of all the programs that the Johnson administration had brought into being to deal with all the myriad problems of poverty. He listed them in some detail and it was, indeed, impressive. After this recital, however, he asked a question. It went something like this: "With all the programs we have established, why is it necessary to have a meeting such as this to discuss a crisis situation? Well, my friends, we made one simple mistake in setting up our programs--we assumed that once they were available, people would take advantage of them. We did not build in any motivation for the people to use them, and that is one reason for the necessity of such meetings as this one tonight."

Academic Research on Motivation

For a country that espouses the capitalistic system, individual initiative, and private enterprise, there is very little research going on concerning the entire issue of how one can motivate oneself to develop initiative. The individual who has done the most work in this area in the academic community is David McClelland, a professor at the Harvard Graduate School of Business. Professor McClelland has recently published a book, Motivating Economic Achievement, in which he explains how he develops the entrepreneur element in an individual so that he can become a successful businessman. Some of his experiments were carried out in India and South America to prove the point that entrepreneurs could be developed regardless of the particular culture they found themselves in, even those cultures which mitigated against the self assertion of the individual.

Development of Motivation Program of Education

In the early 1950s, Mr. Stone arrived at a point in his life where he has earned enough money to keep his family and himself ahead of the wolf at the door in his lifetime. I suspect by most standards, if he were reincarnated some several generations distant, he would still be comfortably ahead just on the residue from this life, since he is now worth some 400 million dollars.

Being blessed somewhat greater than the average mortal, he decided to devote a much greater portion of his time to his religious, philanthropic, educational and other charitable interests. He determined that one of his greatest services to society would be to share with it the principles of success that had evolved out of his company training programs.

Definition of Success

Success here, it should be noted, is not necessarily synonymous with the acquisition of great material wealth. Many people have no particular desire for accumulating large amounts of money, but do wish to have a happy family life, good mental health, etc. We feel our principles have application in areas such as these because we don't feel that a happy family unit or good mental health just happen, particularly in a rapidly changing society where there are great fluctuations in values; but, like obtaining money, it is desire, not luck, that determines who achieves these states. Once the desire is present, this can be translated into a goal, and we have discovered that people with well defined goals they have set for themselves are likely to achieve them.

Entering Prison

The Superintendent of the Chicago House of Correction attended a luncheon in that city in 1962 where he heard Mr. Stone make a speech before a civic group. The content of the speech concerned the principles that he was interested in. He told the audience that nobody is in such a state that he can't change if he wishes to. After the meeting, the Superintendent approached Mr. Stone and told him he had a jail full of people who had been failing all their lives. Could he change these people? This was the type of challenge that Mr. Stone relishes. He asked the then Director of Education at Combined, Henry Alderfer, to set up a program in the House of Correction. The program was so successful that we have had requests for it from all over the world and expect to meet them in the not too distant future.

Self Help Programs

Almost invariably when we give presentations on our program, someone asks a question that indicates he believes we are trying to compete with psychiatrists, psychologists, social workers, etc. Let me make it emphatically clear that this is not our intent. A person who has a pathological condition, be it physical or mental, needs to have the best professional care that is available.

Location of Correctional Facilities

Having said this, let me also say that our program sometimes has to fill a vacuum in an institution. This is because in earlier times, prisons, similar to colleges, mental institutions and army camps, were placed in isolated areas of the state and considerably removed from urban areas. Colleges and mental institutions have started a trend to be closer to the population they serve. The same is not true of prisons at this point. Our office has mapped all the state and federal prisons in this country. It appears that fully 80 per cent of them lie well outside the areas where they receive the bulk of their inmate population and, perhaps just as bad from a treatment standpoint, away from areas where there is a supply of educators, psychiatrists, social workers available even where there is money to pay their salaries. Professionals have known clustering habits and these are in our large metropolitan areas, where they choose to stay often at a lower salary level than they could obtain in a rural or semi-rural setting. If you doubt this, you might check the number of small towns willing to guarantee M.D.s practically anything to get them to settle there.

Qualifications of a Self Help Instructor

We do not look for academic qualifications in our instructors but for personality types. I could spend a considerable amount of time outlining what type person we look for, but since someone else has already done this, I will refer you to that source. This is Helaine Dawson, author of *On the Outskirts of Hope*, which some of you may have read since my office distributed 300 copies of this to prisons in the United States.

Teach the Child, Not the Subject

In this book the author explains how she as a white teacher was able to motivate and inspire black children from a chronic poverty area in San Francisco. The book makes the point as well as I have ever seen, that *the important thing to do in the classroom is to teach the child/adult and not the subject*.

Center for Inner City Studies

Let me bear down on this point a bit more because of my past and present experience in teaching teachers. One or two nights a week for the past five years I have been conducting a class at the Center for Inner City Studies, which I mentioned in the Introduction. The staff there attempts to train practicing teachers in how to work effectively with poverty area children. All the teachers that we come in contact with have been in the field at least three years, so we are not talking about inexperienced newcomers.

Our first and hardest task is to convince them that they are not necessarily failures with their children if they haven't reached page 50 in arithmetic, page 75 in English and page 100 in general science by November 1 of the school year. Teachers have become so wrapped up in paper planning and meeting schedules that they have lost sight of their goal, which is developing the child.

We attempt to instruct them in ways that will interest the child so they can be more effective. For example, if the children are black, using stories where black is the overpowering image; if American Indian, stories about the ways of Indian life; if southern white, folk tales and songs from the region, and so on for other groups. Our aim is not to produce a group of cultural chauvinists, but rather *to start with a point of interest to the child and develop it*. From this base he can then build his knowledge in ever-widening circles.

Based on past experience, I am sure you can apply this principle with inmates. They will tell you what interests them intellectually and you can help them develop this. I can assure you that trying to get them to down the prison version of the saga of Dick and Jane where there is no developed interest, is almost invariably going to lead to the same dismal results as are obtained in inner city areas.

Changes in Society

Society has been changing very rapidly during the past half-century. We have changed from a primarily rural country to a predominantly urban one. With this has come a change in our life style. In a rural area, formal learning is at best a necessary evil and at worst an affectation. People learn from experiences in their immediate family group the essentials of survival, and they know about work by participating at an early age. It thus becomes an ingrained habit in their lives.

Contrast this with the urban society. The first and formative years are devoted almost exclusively to intellectual development. Child labor laws prohibit most meaningful work until the person is fourteen, so this habit is not given a chance to develop. Just out of curiosity, have you ever thought of how many children actually see their parents at work, and even when they do, how much do they comprehend about the jobs their parents are doing? Certainly it is much harder to build an image about jobs now than it ever was before because of the very complexity of society. Many people, and these are the kind that correctional educators must deal with, never venture to chance an occupation because of this condition.

Need for Educated Manpower

One of the ironies inherent in our society is that while there is a terrific demand for educated personnel, the educational system is still largely functioning as it did fifty years ago. At that time, there were relatively few jobs calling for a high degree of education, so the schools were used to weed out all but the favored few. For those of you who are interested, I suggest you read Kenneth Lamott's book The Moneymakers to see who some of these "weeds" have been and how they subsequently fared.

In those days, however, dropout was not a dirty word since the majority of people fell into this category. Too, jobs were available to absorb them into the mainstream. Now we have a critical need for trained manpower at just about every level of society. The National Industrial Conference Board recently completed a survey which showed there were 125,000 job openings for technically trained personnel alone. Metropolitan papers carry page after page of want ads for people. The

Sunday Chicago Tribune usually carries 25 such pages. There is one catch, however, 95 per cent of the jobs call for highly skilled people.

New Directions in Education

When you combine the new direction of society in this country, that is, the urbanization that is going on, with the great need for trained manpower, it is obvious that there will have to be some changes in our educational system. In my opinion, we should definitely not be too concerned with grades until the child/adult has achieved an eighth-grade reading level. I give this level because it is usually the cut-off point in training programs. People below this level are considered technologically illiterate.

Before anybody brings up the question of standards, let me clarify this point. I definitely think that grades are essential in the higher educational strata to assure competence. In fact, I have been very disturbed by college students who wish to eliminate grades. Without them as a guide, it would seem to be solely a matter of personal choice who received a job calling for professional qualifications; which would mean a highly stratified society in the end--just the opposite of what the students really desire.

Still, the students are right in one respect--grades tend to turn off the learning process. This is all right, as far as I am concerned, at the higher educational levels because I want doctors, lawyers and engineers to be skillful, and only those with talent should survive to get the rewards for fulfilling an arduous journey. Those of you who have been there recognize that graduate school is composed of students about equally motivated by the love of knowledge and greed. Otherwise, why would they put up with it? If there is somebody here who enjoyed graduate study, will he please rise so we can identify a masochist!

A dropout at this level, however, will suffer a loss in money, but will have the opportunity of earning a living. At the lower level of the educational system, a dropout is tantamount to catastrophe in this day and age.

We must make a distinction then in how we teach by the level we are teaching at. When you give a ghetto child a failing mark when he only gets 60 or 65 per cent of the right answers, you are turning off his psychological learning process. In our courses we have three grades, Excellent, Very Good, Good. The principle that we are trying to instill is that all honest effort should be encouraged.

Teaching Technique

Howard James, author of Children in Trouble: A National Scandal, traveled to 44 states to observe correctional facilities for children. One of the things he noted about teachers was that the most successful were those who, instead of standing by the chalkboard and lecturing, formed informal circles and taught from a chair close to all the students. I have observed this same thing over and over again in poverty areas. The more distance between teacher and pupil, the less effective teachers are in ghetto areas. On the other hand, I have observed in high income areas that neither the children nor the parents want teachers close to them. In one such high income area I worked in in Chicago, if a child mentioned to the parent that he wished to become a teacher, he had his mouth washed out and was sent to bed without supper.

Teachers in high income areas have relatively little influence on children. Most of the learning the children get comes from parents, peers, and expanded opportunities for observation of life, such as seeing plays, concerts, museums, and travel. I'll never forget one classroom I visited right after school had opened. A child was at the front of the room tracing his foreign travels for the summer for the benefit of the class. Judging by the sophisticated questions the class asked, most of them had traveled extensively also. The teacher, who had worked all summer and never traveled abroad, asked a question derived from a book she had read about Europe. I don't think I have ever heard such derisive laughter as erupted from that class.

Teachers in low income areas have a great influence on children's lives. They are oftentimes the only stable person the child can cling to. Children in lower grades often develop intense "crushes" on them and try desperately to curry their favor. But these children do not look, smell, act, or behave like middle-class children, so the teachers often give up on them. They would rather be the butt of derision before well behaved children that I previously mentioned.

I mention this because in teaching and visiting institutions and talking with inmates, one of the greatest complaints I get is that nobody treats them like a person. Unfortunately, a lot of their remarks are aimed at professionals--teachers, social workers, psychiatrists, etc. They seem to feel that these individuals take much too great an interest in security. If security is your bag, become a guard, is the feeling I encounter.

An interesting sidelight on this point. I talked to a high ranking official in the Bureau of Prisons who had just finished but not published a study on people who had been out of prison over five years with no reported trouble. One of the major findings on this group was that they changed because a correctional officer had taken an interest in them. Almost none of them mentioned being influenced by a professional person in prison. That is depressing news for us, gentlemen, but the type we had better include in in our future planning.

Motivation

"All general statements are false, including this one" a philosopher has said. And that is a statement we might keep in mind when we talk about motivation. People respond in such a variety of ways to any kind of stimuli that one must remember that common sense is always preferable to any general theory about human behavior. I say this as a warning because people often take advice, which is what I am giving you here essentially, convert it into a formula and apply it in situations where it was not intended to work, and then feel let down because it is a failure.

With that as a warning, I will list some points you might consider.

I. First of all, try to determine what a person's interest is and build on this. For example, if a person wishes to become a machinist, it would help to get the job qualifications for such a job. Then you can illustrate with this how English, math, etc., can be helpful to him in obtaining his goals.

One of the most disturbing things about professionals is their ability to analyze the ability of a person and then make a determination on their own about what an individual's goals should be. How many times have I heard counselors tell kids, "I don't think you should consider being a doctor, lawyer, etc., because you only have a fourth grade education and you are fifteen years old." Or else, "You have more ability than to be a punch press operator, why don't you become a plumber."

I submit that a counselor's job is not to do the above. In the first case, he can point out the requirements of the profession and then let the individual make his own choice based on his capacity. If his goal is too little or too great, there is no law that says it can't be changed to reflect reality.

II. Give the person an opportunity to experience success frequently once he has chosen a course. Most of your charges are people who have failed not once but many times. It has become a habit with them. You can replace a bad habit with a good habit.

Success is here defined as the completion of a goal. For those just starting a program, it may be well to tell them daily or weekly, instead of monthly or quarterly, the things they are doing right. One does not have to mention failures, omission will serve the same purpose without the "rubbing in" that denoting failure achieves.

III. Plan ahead. This has become an office motto, but it is so important. We have discovered that once people think about their goals, they should write them down. Then they should put a time limit on the achieving of the goals. Once this is done, there is a greater likelihood than not that the goals will be accomplished. Goals made only in the head are achieved only there--in fantasy.

IV. Ask successful people to help you. Life, in the final analysis, is education, and those who have achieved eminence in their fields should be called upon to share their knowledge. Once given a precise request of what is expected of them, you can anticipate amazing willingness to help you. We have had people like Dr. Karl Menninger, Mrs. Gertrude Enelow, author of Body Dynamics, and a long list of prominent people in all walks of life speak to our graduates. You should see the interest the inmates express in money when Mr. Stone lectures personally!

V. Help inmates develop trust in those around them, whether it be fellow inmates or the staff. Trust is developed with them like it is with anybody else, by being honest, by not making promises that can't be kept, and by admitting you are mortal like all men and can't be all things to all people.

Our experience in teaching success extends from inmates to successful corporate executives. One of the things we have noted is that the more successful a person is, the more likely he is to know not only his own strengths, but the strengths of those around him. On the other hand, inmates seem to know more about their failures and the failures of those around them. We feel this is because they have so little trust in either themselves or those around them.

VI. Finally, I wish to close on this note. When looking toward the solution of a problem, it is always best to examine the closest thing at hand to help find the answer. Look at what motivates you. There is a good chance that whatever it is will motivate others.

In my own case, I am motivated by monetary rewards, recognition, and a challenge. My wife is a big help in the monetary rewards category, since she is a successful spender. I have to keep moving to keep from becoming one of your students.

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